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Teaching Interlanguage Pragmatics (ILP) to primary education students: A trip to London

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1. Introduction:

The present paper provides a teaching proposal for primary education students learning inter language pragmatics (ILP). Kasper and Rose (1999) argue that pragmatics should be taught when learning a second language (L2) due to its communicative value. It is almost impossible to teach a language without taking pragmatics into consideration, if it is not taught, the learner may develop a serious language barrier, filled with misunderstandings and doubts. If learners make grammatical mistakes whilst trying to communicate in the target language, the message can usually be understood.

For instance, if a Spanish speaker wants to buy a bus ticket to Piccadilly Circus, they might say: “*One, Piccadilly Circus*”. This is not a grammatically correct way to ask for a ticket but the bus driver will understand the main idea of the phrase. This being said, in this situation the speaker has made a pragmatic mistake, by not saying *please* at the end of the phrase. In this case, the bus driver may think that the learner is rude, which is problematic because that was not the speaker’s intention. This is due to a transfer from the speaker’s L1 to their L2. Spanish is not as polite as English and it is not expected that speakers use *please* and *thank you* quite as much as in English.

Another situation in which the message could be misunderstood is for example the use of slang or phrases. A Spanish child may interact with people from the East End of London, not knowing they use cockney rhyming slang to refer to objects, such as a phone. In this line, if a person asks the learner to pass them *the dog and bone*, the Spaniard may go looking for an actual dog and its bone. This misunderstanding may be due to the fact that young learners’ first strategy when trying to understand a foreign language is attending to literal meaning.

This is one of the reasons, not knowing pragmatics can cause misunderstandings, embarrassment, language barriers and speakers may “run the risk of appearing

uncooperative at the least, or, more seriously, rude or insulting” (Edwards and Csizer, 2004, p. 17). Pragmatics goes beyond the literal meaning of a language; it has to do with pragmalinguistics (how to speak) and sociopragmatics (how to act). Appropriateness is also a very important factor when teaching and learning pragmatics, because what is appropriate in one culture may be inappropriate in others. These situations may be verbal or non-verbal, for example Spanish people are accustomed to greeting others with two kisses (one on each cheek), whilst this is a current practice in Spain, if they were to do this in England it may be seen as inappropriate.

Kasper and Dahl (1991) define ILP as “the study of non-native speakers’ acquisition, comprehension and production of pragmatics” cited in Lee (2010: 343). Therefore, pragmatic competence is both the learner’s ability to understand language rules (pragmalinguistics) and socio-cultural rules (sociopragmatics). Kasper and Rose (2001) state that to be pragmatically competent the learners need to communicate with others in the target language cultural context. Culture and language cannot be separated and Abdul Rahim (2008:32) states that “Teaching culture should begin as soon as the students start learning a foreign language and should not be left behind until the end”. In conclusion, having pragmatic competence is knowing *what* to say to *whom* and *how* to say it (Bardovi-Harlig, 2013).

As ILP is important for the acquisition of a L2 it should be assessable for all ages, however, the vast majority of studies focusing on pragmatics study their relationship with adults, therefore primary education teachers have some difficulties when trying to find suitable material for teaching pragmatics to young learners. This paper discusses the reasons why pragmatics should be learnt by primary students and proposes how it may be done.

2. Theoretical Framework

Recent studies have found study abroad (SA) programs to be beneficial for the acquisition of pragmatic routines as well as underlining the importance of context when learning pragmatics (Alcón-Soler and Sánchez-Hernadnéz, 2017). Similarly, Sánchez-Hernadnéz (2018) found that students show pragmatic gains when experiencing the need of adaptation to sociopragmatics norms which was achieved in a SA context.

Furthermore, Sánchez-Hernadnéz and Alcón-Soler (2019) revisit the importance of immersion and routines in their most recent study, as findings revealed participants improvement in pragmatic routine recognition and that subjects reported interaction to be the main reason behind their pragmatic gains. On the topic of SA context, Devlin (2019) found that the amount of time needed abroad in order to achieve beneficial results was more than one year, as pragmatic gains increase as time abroad increases. Finally, Barron (2019b) presents a recent literature review on SA and ILP.

Other recent topics investigated in ILP are the use of implicit or explicit instruction (Baquerzadeh and Safari 2018; Ghaedrahmat et al 2016; Shark 2019) with undeniable results showing that explicit instruction is found to be more beneficial in all studies revised. Furthermore, Kala (2018) interviewed teachers and found that participants showed preference for explicit over implicit instruction. Other types of instruction have been investigated, such as the use of meta-pragmatic reflection on assumptions the speaker has on the target language's pragmatic forms, attending to differences between L1 and L2 (McConachy, 2019).

As we are moving towards a more technological era, some studies on ILP and technology have arisen such as comparing the use of computer mediated and face-to-face communication. There are some contradictory results as Tang (2019) found that students benefited best from face-to-face interaction whilst Ajabshir (2019), found that computer-

based instruction was superior to face-to-face. In this line, Herraiz-Martínez (2018) presents a teaching proposal on technology and task-based teaching for young learners. Finally, for a review of recent trends in ILP and technology refer to Gonzalez-Lloret (2019).

There are no more visible trends during the last 12 months on ILP, instead there are studies on specific aspects of pragmatics such as the use of corpus to track learners development, whilst using stay abroad as the context of the study (Barron 2019a) or the age differences in pragmatics when writing an email (Barón and Ortega, 2018).

Results showed that young EFL learners can benefit from pragmatic instruction as they do not have much experience communicating with higher social distance. Finally, not all literature focuses only on the students, Kala (2018) conducted a needs analysis on non-native English-speaking teachers and found that instruction in L2 pragmatics was much needed for these teachers.

It is important to conclude this short review of recent literature, clarifying that only one of the above studies used children as their subjects of investigation. However, the current studies available that do focus on children and pragmatics must not be ignored and will be discussed in the following sections.

2.1 Pragmatics and young learners

Although ILP has received much interest in recent years, few studies have focused in ILP and children. Therefore, primary education teachers have little guidance on how pragmatics might be taught to young learners, this is due to the fact that most available literature is targeted to teaching adult learners. (Ishihara 2013; Lee 2010).

One of the possible reasons why there is scarce literature on ILP and young learners is that pragmatics does not receive enough importance in the primary education

curriculum as the other aspects of second language acquisition (Ishihara 2013; Abdul Rahim 2008). Therefore, teachers neglect this part of the language because it is not presented as a competence students should acquire, they also may not have sufficient pragmatic knowledge on the target language in order to teach it and lastly teachers do not receive preparation on how to help students learn pragmatics. This leads Ishihara (2013: 136) to ask: “However, should pragmatics be viewed simply as frills, a possible add-on to the L2 curriculum?” This question will be answered in the following sections.

Another possible reason may be that investigators at universities often make use of their students as participants for their research, which is yet another reason why most studies on ILP are related to adults. Researchers also find difficulties in acquiring permission when working with children because they cannot sign contracts themselves, meaning that all the paperwork has to be signed by the parents. Finally, there is much more protection in place for minors taking part in research, meaning that the study may have limitations.

A final and important reason why there is absence of literature on ILP and young learners is because “Some may wonder whether children could ever understand the complexities involved in socially and culturally informed language choices” (Ishihara, 2013: 136). Many authors have questioned if pragmatics can be learnt at all ages, the following sections will help prove why pragmatics can and should be learnt from a young age.

2.1.1 Adults versus children when learning pragmatics

Adults have some advantages over children when learning an L2, the first and most obvious reason is their cognitive ability, some more complex aspects of language cannot be taught to children whilst adults have the possibility to grasp the new information. In this particular area, adults have knowledge and skills to help them when acquiring a new

language which is an advantage over children who still have a lot to learn. For example, Abdul Rahim (2008) states that adults can benefit from their knowledge about the world and how it works when studying the target language.

Notwithstanding, the same aspects that may seem advantages can also act as disadvantages, children do not have many preconceptions about how languages should work or resistance towards other cultures and languages. Guiora, Brandon and Dull (1972) proposed the Language Ego to account for the identity a person develops in reference to the language they speak.

Language ego could have negative influence in adults second language acquisition. In contrast to adults, children have a dynamic, growing and flexible ego, which is why language at this stage does not pose a threat or inhibition to the ego. When these children turn into adolescents, the physical, emotional and cognitive changes of puberty give rise to a defensive mechanism in which the language becomes protective and defensive. These young adults cling to their L1 because they know how to use it without mistakes, now they are more worried about what others think and this makes their ego fragile (Krashen, 1982).

In contrast, younger children are less frightened because they are less aware of language forms and the possibility of making a mistake. Another advantage is that children are known to learn through play and in educational contexts if the teachers use the right methodology, they are usually not aware that they are learning a language, this leads to an uncomplicated and sometimes effortless acquisition of the second language (Abdul Rahim, 2008).

Kasper (1997) notes that there is no need to wait until new learners have acquired a correct conception of vocabulary and grammar of a language in order to start learning pragmatics. Similarly, Wildner-Bassett (1994) conducted a study on German-English ILP

and found that even at an elementary level of language students were able to learn pragmatics. Students do not need a base of language on which to start learning pragmatics, nevertheless novice pupils cannot learn all aspects of pragmatics, especially those dealing with the analysis of pragmatic routines (Abdul Rahim, 2008).

That being said, some aspects that seem complex for new learners might be proven to be acquired, Rose (2000) found that pupils were able to use every apology strategy proposed by Blum-Kulka, et al. (1989) even at a beginner level of the language.

Furthermore, Abdul Rahim (2008) states that pragmatic competence can be learnt at very early stages of second language acquisition. It is best to teach children pragmatics from the very beginning because they may need it just as much as they may need grammar and in the long run in order to be a competent speaker pragmatics is needed. In this regard, starting at an early age can only serve as an advantage.

Jones (2007) studied the development of three children immersed in Japanese language and found that “they showed no sign of resistance to certain aspects of Japanese to which adult learners from an English language background often object, such as gendered language and various types of honorific forms” (p.164). He also found that in comparison to adults, the children from the study acquired and used interactional particles much quicker. These findings can be linked to children having a flexible language ego mentioned beforehand.

Moreover, Abdul Rahim (2008:33) states that children “acquire the language easily and unconsciously” when using the right methodology, these findings can be linked to the fact that children are known to learn through play (as previously mentioned).

2.1.2 Children's development when learning pragmatics

Bucciarelli et al. (2003) found that the earliest use of communicative skills found in babies is heavily influenced by gestures, they use one-word phrases like *bye-bye* and at the same time move their hands horizontally miming the typical gesture of saying goodbye. In this line, Dale (1980) states that even when the speaker's vocabulary and syntax is limited, their communicative competence can develop rapidly, meaning that from a very early age children learn L1 pragmatics.

Lee (2010:3) expresses that "the earliest stage of language use below two years old begins with referring to an object or making a one-word response to request an action, an adult's attention or an answer from an adult". At this age children are still reliant on the use of gestures but after the age of 3 they become less dependent because they can express their needs with words.

As children grow, their communicative needs expand, hence their aspiration to further learn pragmatics they need for their everyday lives. In this regard their pragmatic comprehension and abilities increase with age. Bucciarelli et al. (2003) state that the first speech act children understand are requests, highlighting that even children who do not possess the standard linguistic skills are able to understand them.

Lee (2010) conducted a study to check the comprehension of ILP at different age groups of primary school students (7, 9, 11). The findings show that direct speech acts are acquired before indirect speech acts and that the younger age group had more trouble with indirect speech acts (especially with refusals and complaints) due to their reliance on literal meaning.

Ellis (1992) conducted research where the evolution of children's L2 requests was studied. Results showed that the children's requests evolved through time becoming more polite, hence their preference for conventionally-indirect requests as opposed to direct

requests. That being said, the children failed to develop all aspects necessary for using requests comprehensively such as knowledge and use of all request types. The limited characteristics of a second language classroom such as lack of real context, could be one of the possible reasons for this problem.

If children's pragmatic development is measured in an immersion context, the results may differ. Ishihara (2013) explains that in contexts where the target language is not spoken outside the classroom, the teacher's role in pragmatic instruction is more important because it may be the only input students receive.

When studying the pragmatic competence of three children immersed in Japanese Jones (2007) found that the participants had many opportunities to speak the language as they attended preschool and afterwards spent time playing with other children in their neighbourhood and even spoke Japanese at home when having dinner. These children developed pragmatics in a typical manner, they first memorized phrases they would need for example when playing hide-and-seek. Then, the children developed strategies for making themselves understood when their repertoire was limited. "These strategies included stringing words or phrases together, using gestures and pantomime to act out what they were trying to express, and utilizing different voices." (Jones, 2007, p. 146).

Another important finding was that the children immersed in Japanese began using features of the language in an almost identical manner as children acquiring Japanese as an L1 (Jones, 2007). This may be due to the fact that the subjects for this investigation were very young (7, 5 and 2) and that the immersion aspect of the L2 acquisition facilitated the speed and accuracy to which they learnt Japanese. They had constant input in real context and they continually had a real need to communicate. Not all children have the opportunity to travel abroad in order to acquire an L2 and for this reason teachers have to put great effort into teaching pragmatics in the classroom.

2.1.3 Best age to teach children pragmatics

Pragmatics can be learnt at all ages, as explained beforehand, but there are certain aspects of pragmatics that are more challenging for young children. Depending on what parts of pragmatics are to be taught, different ages will be best for each aspect, nevertheless an age when most features of pragmatics should be understood will be presented.

When comparing the pragmatic acquisition of two, five and seven-year-old children it was found that their language acquisition incremented parallel to their age. Therefore, the oldest child had the fastest progress as she became fluent faster than her brothers, she hardly made mistakes and was able to understand and make herself understood with hardly any effort. This being said all three of the children's Japanese production progressed in a similar fashion, in both grammatical and pragmatic aspects of the language (Jones, 2007).

Similarly, Lee (2010) contributes to the idea that children's acquisition of pragmatics develops with age, however speed of acquisition between the different ages of students varies to a certain extent. The study compared the comprehension of direct and indirect speech acts of children from seven to twelve years of age. Results showed that the age group with most significant difference was the comparison of seven and nine-year-old learners ($p < 0.003$), whilst no significant difference was found between nine and twelve-year-old students ($p = 0.908$).

Some indirect speech acts may not be understandable to young children due to the fact that they do not occur naturally in their daily lives. Lee (2010) found that whilst seven-year-old students had some problems with indirect refusals, compliments and complaints, it was no longer an issue for students of the ages nine and twelve.

One of the reasons why indirect speech acts are more difficult to understand is because of the manner in which children comprehend English. The most common processing strategy used by children under the age of six is attending to literal meaning, because their parents and people around them talk to them in this manner. Afterwards, when children are older, speakers may refer to children using non-literal or untrue statements, then these young learners may rely on keyword inferencing (Lee, 2010; Searle 1975).

Another difficult aspect of pragmatics is sarcasm or irony, Demorest et al (1984), investigated the understanding of sincere, deceptive and sarcastic remarks in children aged six, nine and thirteen in comparison to adults. Results showed that 6-year-old children often mistook false remarks as sincere, meaning that they did not process the possibility of speakers deliberately giving untrue remarks. In contrast to this, 9- and 13-year-old students categorized false remarks as deception, thinking that the speakers were trying to trick them into believing something untrue or that they were lying to them. It is only after the age of 13 sarcasm is understood.

In conclusion, it seems that from the age of nine and onwards, students are more capable of producing and understanding pragmatics, they can understand indirect speech acts, humour, politeness, requests and so on. They are also able to respond to most questions and talk for longer periods of time (Lee, 2010). In this regard, it seems that the older the students are, the more capable they are of learning all aspects of pragmatics.

Finally, it is important to understand that even though older children have more possibilities of acquiring most aspects of pragmatics, this does not mean that younger children should not get the chance to learn pragmatics. There are many pragmatic features to teach children and as explained before, even very young children aged 3 are able to start learning. What is more, there are some studies that find 6-year-old learners capable

of understanding some of the most difficult aspects of pragmatics such as irony [Lucariello and Mindolovich, (1995) in Bucciarelli et al. (2003)].

2.2 Teaching pragmatics at primary level

When working in an English classroom many materials can be used to teach the language, however the textbook is the most frequently used. A British Council survey (2008) cited in Tomlinson (2012) showed that 65% of teachers always or frequently used a textbook, in contrast to 6% who never use it. A similar survey was introduced in Malaysia, the United Kingdom and Vietnam where results showed that 92% of the teachers used the textbook regularly, in this case they stated that it was largely due to the fact that they were required to use it (Tomlinson, 2010).

Abdul Rahim's (2008) found that current textbooks used for English as a foreign language do not fulfil students' needs. In this study, students were interviewed at the end of each class in order to understand their opinions on the learning situation, they reported discontent towards the textbook; one of the pupils asked why the textbook did not include meaningful activities like the ones designed by the investigator. Therefore, it can be said that children preferred the lessons specifically designed to teach pragmatics in contrast to the activities included in the textbook.

The use of a textbook is a way of standardizing teaching and does not always cater for students actual wants and needs. It is easier for a teacher to use it because it includes everything from lesson plans to evaluation and is therefore not as time consuming as the development of other material, but it is not always motivating or contextualized and it is never personalized. With regards to the aforementioned study by Tomlinson (2010), it was found that 78% of the teachers had a negative view on the books available to them.

According to Tomlinson (2012) textbooks claim to be changing their methodologies when in reality most of them continue using PPP (Presentation, Practice, Production). The textbook presents the target language and students are expected to practice it through very controlled activities such as listening and repeating, dialogue repetition, matching and filling in gaps. In addition to the boring methodology, textbooks also seem to focus on vocabulary and grammar, leaving pragmatics in a second place.

Similarly, to the methodology used in this school, Abdul Rahim (2008) found that in other primary schools, vocabulary and grammar are the most important competences for students to acquire when learning English as a foreign language whilst pragmatic competence is commonly neglected. Due to this problem, students are often left alone to learn pragmatics and because it is not taught directly, they are expected to learn these aspects of language by themselves by noticing them in the input they receive [Badrovi-Harling and Mahan-Taylor (2003) cited in Abdul Rahim (2008)].

This learning gap means that, many teachers have to create their own material but are left in the dark with few ideas on how to efficiently teach pragmatics to their pupils. For this reason, a collection of proposals has been referenced in order to create a teaching proposal. Resources, methods and tips on how to teach pragmatics to young learners are discussed in order to fill the gap in literature.

2.2.1 Types of materials to teach pragmatics

When teaching primary school students, it is important to use materials that capture their attention and are engaging such as stories, songs and games. For example, Herraiz-Martínez (2018) designed a game specifically for teaching apologies as well as Yang and Zapata-Rivera (2010) who designed a computer-assisted language learning game to teach requests. Edwards and Csizer (2004) proposed a game to play in the classroom

called “*What are they saying?*”(p. 19), students get roles stuck on their backs (for example: your dad, your boss, your friend) and the students have to guess who they are by listening to how others greet them. If teachers have sufficient time and are creative games can be great recourses to teach children.

Zohreh et al (2010) recommended using comic books or animation to teach children. In the same vein, Ishihara (2013) used three picture books (*Martha speaks, What do you say, dear?* and *Forget their manners*) to teach politeness to children. The book was read in bilingually in English and in the children’s’ L1. Similarly, Abdul Rahim (2008) also taught children politeness through two stories (*Eat your peas, Louise* and *I want my dinner*). One of the students expressed “I will never forget to say please when I request anything.” (Abdul Rahim, 2008 p. 44).

Both Ishihara (2013) and Abdul Rahim (2008) found picture books to be great materials for teaching pragmatics. It allowed for post discussions on pragmatic differences between students L1 and L2. The teachers were also able to design post and pre activities on the topic of the stories. Moreover, it is an opportunity to introduce authentic materials to the classroom. This being said, Herraiz-Martínez (2018) designed virtual comic stories to teach apologies and found that students were highly motivated, showing that children love to use technology in school and that not only authentic materials motivate pupils.

Shin (2017) argues that using songs to teach young learners is an important resource for second language teachers and lists some of the benefits students can receive from learning by music; such as creating an enjoyable atmosphere, providing context, introducing target culture and providing opportunities of practice and comprehension. Teachers can use traditional songs, songs created for learning purposes (Shin, 2017) or even adapt existing songs to suite the purpose of the lesson (Millington, 2011). An

example of music used to teach pragmatics is by Caselles i Albanell (2014) who used a pop song by Bruno Mars to teach primary school students discourse markers.

Some of the materials mentioned beforehand are created especially for teaching English whilst others are authentic materials or realia. Authentic materials are created by native speakers of the language for native speakers, with no pedagogical purposes (Bacon and Finnemann, 1990). Hence, these materials are not specifically created to teach English, they are the materials people of the target culture and language use in their everyday lives. Some examples of authentic materials are the following: newspapers reports, magazine articles, advertisements, recipes, horoscopes, TV commercials, photographs, cartoons, storybooks, websites, news, comedy shows, paintings, folk and children's songs, travel vlogs, documentaries... (Abdul Rahim 2008; Kilickaya 2004; Omid and Azam 2015).

The teacher can introduce authentic materials to classroom contexts in order to give students the opportunity to experience real, contextualized input with communicative value, which simulates learning in immersion contexts; which have been found to be beneficial when both adults and children acquire pragmatics in the target language (Jones 2007; Sánchez-Hernández & Alcón-Soler, 2019). Students may acquire the target language quicker than children in classrooms contexts, due to the fact that they are exposed to the target language in and out of schools all of the time.

Abdul Rahim (2008) found that after using communicative activities that mirrored real life situations in her proposal, students responded positively. The statements made by two of her pupils were the following: "What I liked is that we had to use the language in a real situation and not only memorize it though pictures or sentences." (p. 42). This shows the child's opinion on memorizing as a technique to learn a language. The other student stated "I will never forget how to make a difference between requesting from a

teacher and a friend because I did it with real people in real situations.” (p. 42). Further proving that students prefer to learn an L2 using language in a real context.

Kilickaya, (2004) mentions some of the advantages of using authentic materials when teaching English; they expose pupils to real language and authentic cultural information, and for the teachers, it supports a creative way of instruction. In addition, because it includes news and statements about the world, it helps to keep students informed about what is happening (Abdul Rahim, 2008). Furthermore, it has been found that the use of authentic materials has a positive effect on student’s motivation (Abdul Rahim 2008; Bacon and Finnemann 1990; Kilickaya 2004; Omid and Azam; 2015).

Omid and Azam (2015) conducted a study on teacher’s perspectives when using authentic materials to teach an L2. The findings showed that teachers have positive attitudes towards the use of these materials in their foreign language classes, underlining their use for exposing students to real language. Textbooks do not always offer naturally occurring discourse because they are usually designed to introduce specific vocabulary and grammar (Huth and Nikazm, 2006) therefore teachers should provide as much authentic input possible and encourage students to use the language as native speakers would (Jones, 2007).

Another way to incorporate authentic language when teaching English is the use of online corpora. There are various corpora platforms depending on what samples of language are required, Bardovi et al (2015) conducted a study on developing Corpus-Based materials to teach pragmatic routines using the Michigan Corpus of Academic Spoken English (MICASE).

Six steps for the use of corpora were presented: corpus selection, expression identification, extraction of examples, preparation of corpus excerpts for teaching, and

development of noticing and production activities. The corpus should be selected on the basis of the following characteristics: mode, context, speakers, and region.

Then, the teacher should choose which part of pragmatics is to be taught and compile a list of pragmatic routines or speech acts chosen. The list should then be compared to the naturally occurring expressions found in the corpus, if it is found that these expressions are not used frequently, they can be substituted by more authentic ones.

The following step is aimed at helping students understand the context in which these expressions are used. Corpora includes the context the transcripts were taken from but it is not always clear and understandable for learners, some problems may include incomprehensible topics. The teacher should then, adapt them for classroom use which is step four.

The last step is preparing activities and materials from the utterances selected. Bardovi et al (2015) found corpora to be an excellent addition to a teacher's toolbox, especially for the instruction of pragmatics.

When teaching with realia, the language level is usually a little bit more difficult than the students' real level, because the materials used are intended for native speakers of the language. At first, this may seem like a disadvantage but pupils can benefit from materials that are of a level higher than that of the students. The teachability hypothesis states that teaching students content which is on the next developmental stage of their L2 acquisition is beneficial in contrast to their current level or stages too far beyond [Pienemann (1985) in Lightbown and Spada (1999)].

Similarly, as suggested by Krashen (1985) in the input hypothesis; students learn by hearing or reading one level higher than the pupils' current level of target language. This is beneficial for due to new information that can be used opposed to information the

student already knows. Therefore, both Krashen (1985) and Pienemann (1985) agree that the input of a level higher than the pupils' current stage is beneficial for SLA.

That being said, some authors do not agree, Kilickaya (2004) and Guariento & Morley (2001), believe that the use of authentic materials for lower level students is not beneficial. This is due to the fact that beginner students do not have much knowledge of the language, including a wide range of vocabulary and structures. The use of these materials could lead to frustration, confusion and de-motivation because they are too difficult to understand and learners are not able to respond to them as they would in their L1. Omid and Azam (2015), found that 53% of the teachers interviewed agreed that authentic materials can be used at beginner levels.

In conclusion, authentic materials and contextualized activities are beneficial for learning a language. Due to the fact that they are meant for natives, beginner learners may encounter difficulties when using them. Nevertheless, it has been found that students can benefit from learning content a level higher than their own, moreover they do not need to understand every single part of the text to get the main idea. Finally, teachers should select the materials carefully and adapt them if needed.

2.2.2 Types of tasks to teach pragmatics

According to Taguchi (2011) there are three main types of tasks used to teach pragmatics: consciousness-raising tasks, receptive-skills tasks and productive-skills tasks. The majority of examples found in literature are for adult learners, nevertheless, due to the fact that the subjects of this learning proposal are children, the examples given are selected from studies with children as subjects. It is important to bear in mind that some types of tasks cannot be used and others will need to be adapted according to the students' needs and cognitive ability.

Firstly, consciousness-raising tasks also known as awareness-raising tasks are created in order to direct student's attention to the pragmatic feature chosen to be acquired. Pupils usually receive input from watching videos, listening to recorded information or reading texts. The main purpose of these tasks is for students to become aware that the pragmatics in question exist, rather than the teacher handing it over to them.

Abdul Rahim (2008) explains that observation tasks can help student become aware of certain sociopragmatic or pragmalinguistic features. For example, students can be asked to observe how native speakers compliment others on meals prepared, then pupils can put all their findings in common and discuss the pragmatic features observed. These tasks can be used to introduce new information in combination with brain storms on what students already know, and would like to know about the new topic introduced.

These types of tasks are closely related to the noticing hypothesis (Schmidt, 1993) which states that we learn by noticing, this could be through salient or repetitive features of language. Schmidt (1993) says that input can become intake when the student is consciously aware of the specific feature. Students can learn incidentally or the teacher may purposely place the form to be learnt by awareness-raising tasks or implicit instruction.

There are two types of possible instruction when teaching pragmatics, pupils can receive either explicit or implicit instruction. On the one hand, when explicit instruction is given, needed supports are provided in order to achieve successful learning. This method is well known and used, examples include giving students definitions, explanations, examples and goals to achieve.

On the other hand, referring to the instruction used in consciousness-raising tasks, implicit instruction is a method used where no specific guidance is given to the students on what they are learning, instead, the teacher uses techniques so the pupils can determine

what is to be learnt by themselves. Examples of these techniques include: underlining, slowing down speech rate and exaggerated stress or intonation.

Secondly, during receptive-skills tasks students are asked to act on the input they receive by analysing the pragmatic forms. An example of what type of tasks are entailed is having students rate discourse on a formality scale, for example Ishihara (2013) asked students to rate the level of politeness (from formal/polite to informal/impolite) on sections from a textbook using formality judgment tasks (FJTs). Another FJT by Rose (2009) had students select the seriousness of requests made on a scale of *big* to *small*. A final example is having students select appropriate forms from a list of expressions, Herraiz-Martínez (2018) had students listen to a situation and then select the most appropriate way to respond.

Thirdly, productive-skills tasks are the last step to fully commending the target pragmatic form. In this situation students will need to have realized the form exists, be able to recognize it and understand the sociopragmatics that surround it. When the two previous steps have been followed students will be ready to produce language on their own. Some examples of productive-skills tasks include DCTs (Discourse completion tests), COPTs (cartoon oral production tasks), structured conversations and role plays.

DCTs are tasks where students are given a part of a conversation and asked to complete the remaining part with the way in which they would respond to the given scenario. There can be single turn, multiple rejoinder or free DCTs depending on the information required by the teacher. Ishihara (2013) used a simplified version of a DCT; in this task a situation was presented to elicit requests from students where they were asked to write what they would say. She also used another type of DCT called “student-generated visual DCT (SVDCT)” (Ishihara, 2013 p.149). This task was created to allow students to create their own scenario where a request would be needed, then they had to

write the answer to their own question and finally complete the task with a drawing of the situation created.

Rose (2000) proposed a similar task to DCT called COPTs (cartoon oral production tasks) where students were given scenarios represented by cartoon drawings including a short description. Children had to look at the picture and read the text, then they had to record what they thought the character in the scenario would say in the given situations.

Another example of productive-skills tasks are structured conversations or role play. Abdul Rahim (2008) used a role play task to act out a scene from Cinderella. One of the students said: "I liked when I role played the story, especially when we wore the clothes for the role play." (Abdul Rahim, 2008 p. 43). This statement shows how motivated students can become when learning turns into fun, children love dressing up and pretending to be their favorite characters, teachers should take advantage of this when using role plays from pragmatics. With regards to structured conversations students can be given a topic of interest and then formulate questions to ask their partner concerning the chosen topic. They can both ask and answer spontaneous questions, talk freely about topics of interest and they can also be assigned a character in favour of a certain statement in opposition to the partner who is against the same statement and have a debate.

When using productive skills tasks students have the opportunity to produce language, these types of tasks are beneficial for students because they are able to use language in real contexts. This use of language is related to the output hypothesis which is based on the fact that when practicing the language, the speakers become more conscious of their own productions (Swain, 1995). Swain (1995) states that whilst learners are producing a language, they might notice gaps in their knowledge and

therefore look for input to add to their linguistic repertoire enabling them to communicate what they once could not.

Similarly, when using structured conversations and role play students are able to interact with one another in natural conversations. The interaction hypothesis proposes that we learn by conversational interaction. Long (1996) explains that during conversations learners receive comprehensible input, when something is not understood, negotiation of meaning takes place which leads to comprehensible output. Learners have to adapt their speech in order to understand and be understood, they may be corrected by their peers or speakers may ask for clarifications. Teachers can introduce this method to the class room by allowing more time for teacher and peer interaction and also by using Task-Based Learning and Teaching (TBLT) or Task-supported Language Teaching (TSLT).

Ellis (2012) proposes four criteria that define TBLT: a primary focus on meaning and not on form, where students have a need to communicate using their own linguistic repertoire for a clear purpose. When using TBLT various tasks are to be designed. Long (1985) defines tasks as “the hundred and one things people do in everyday life, at work, at play, and in between” (p 89). For this reason, tasks are a great way to teach students pragmatics. Examples of tasks students may complete are: buying a bus ticket, writing a thank you letter, buying a souvenir, finding an address and many more.

Recent studies have investigated the use of TBLT and pragmatics (Herraiz-Martínez 2018; Taguchi & Kim 2018; Tang 2019). One of the most important publications that suggest the use of TBLT to teach pragmatics is a book by Taguchi, & Kim (2018). These authors explain that both TBLT and pragmatics are socially situated; this is due to the communicative nature of the methodology. The main idea is that through language use students will acquire the foreign language.

Recent trends in pragmatics and TBLT include the use of technology. For example; Tang (2019) used TBLT tasks to promote the use of pragmatics through the comparison of face-to-face and computer mediated conversations. Along the same lines, Herraiz-Martínez (2018) also made use of TBLT and technology, in this case to teach apologies to primary school students aged 10 and 11.

TBLT combines both implicit and explicit learning but does not allow for explicit instruction (Barón, 2019, personal communication). Therefore, because it was found that explicit instruction is best to teach pragmatics, TBLT is not entirely applicable, notwithstanding a more flexible version, called Task-supported Language Teaching (TSLT) allows for explicit and implicit instruction to be combined.

Li et al (2016) describe TSLT as a “bridge between traditional synthetic syllabi and “genuine” task-based approaches” (p. 208). Using this approach, teachers are still able to use explicit instruction to teach features of pragmatics but this instruction will be followed by meaningful tasks. Li et al (2016) compared TBLT to TSLT and found that TSLT is more promising when teaching new content.

2.2.3 Pragmatic competence assessment

Fukuya & Martínez-Flor (2008) recommend using many types of assessment when teaching pragmatics. Considering the use of different types of assessment may contribute to students’ individual needs and gives the teacher more tasks to base the students’ pragmatic knowledge on. For example, not all students are good at oral production, in this sense having written and oral tests will not only benefit one type of student. This also means, the teacher will have a more comprehensive view of the learner’s knowledge and understand what each pupil needs to improve on.

Ishihara (2013) proposes five tools for pragmatic evaluation: FJTs, DCTs, SVDCTs, the use of rubrics and the teacher's observation. The first three tools are explained in section 2.2.2, the use of rubrics are well known by primary education teachers who use them to evaluate the degree of proficiency in which students complete each task. Finally, teacher's observation can be written accounts of students' development throughout lessons and evaluation of individual tasks, as well as the direct observation of student's attitudes and involvement in the classes.

Other forms of pragmatic evaluation include multiple choice questionnaires and COPTs. Lee (2010) explains the four main features multiple choice questionnaires include: a scenario and information about the characters (examples for children could be a comic or video), a dialogue between the characters, the question students are meant to answer (for example: what does the speaker mean?, what would you answer?) and finally the choices provided. Lee (2010) also advises teachers to include the meaning of a few key words used to facilitate comprehension.

Rose (2000) suggests that when designing COPTs the teacher should use situations which the students are familiar with. With this in mind, she developed a preliminary questionnaire to elicit data on the types of requests, apologies and compliments the students were used to. Lee (2010) found that the types of situations pupils are most familiar with are in the context of home, school and family, giving examples such as: the teacher asked for homework but the student had forgotten it and the child asked the mother for a new jacket. Context should be familiar in every type of task that students have to complete, therefore, teachers should make use of preliminary questionnaires in order to collect a sample of situations which are comprehensible for the students.

Because evaluation is a reflection of previous knowledge learnt, students should be evaluated on standards previously learnt (Shaaban, 2001). It does not make sense to teach students through role play but evaluate through DCTs. In this line, every task used in the teaching proposal can serve as evaluation. There is also no need to only have a final evaluation which sums up the students' knowledge, but instead the teacher can evaluate each task performed by the student, giving a more holistic perspective and also giving the pupils the idea that evaluation is not an alienated process but a continuous component of learning.

Shaaban (2001) states that students can benefit from peer and group assessment by writing encouraging notes to their group members indicating what contributions they have made to the group. It does not only have to be positive reinforcement, as the teacher can give students a checklist for evaluation and students would simply need to fill them in. This method can also be used in self-assessment, which is positive because it makes students aware of their own strengths and weaknesses. In conclusion, any tasks used throughout the learning situation can serve as evaluation, therefore there is no need for a single final evaluation. Furthermore, it does not solely need to be the teacher who evaluates the students' work because *self*-, *group*- and *peer*- assessment are great tools in combination with teacher evaluation.

In conclusion of the theoretical background, it may be said that pragmatics can be taught at all ages, but depending on what aspects of pragmatics are to be taught, some ages may be more suitable than others. Within primary education 9-year-old children and above are the perfect age to teach most general aspects of pragmatics. Teachers should treat pragmatics like any other part of the curriculum, having the same importance and being taught as any other. With this information in mind, the present paper puts forth a

teaching proposal, based on the knowledge already presented, on tasks and evaluation for teaching pragmatics as well as motivational methodologies and materials.

3. Teaching proposal

3.1 Needs analysis

This teaching proposal was designed following Nunan's (1988) three-fold perspective: first selecting the linguistic aspect to be taught, which are the pragmatics for this proposal, followed by the learners needs, this refers to what the learner wants and needs to do with the language, and finally the learning in and of itself which are the tasks that promote the acquisition of the foreign language.

In regards to the first step proposed by Nunan (1988) this proposal focuses on pragmatics, however, in order to select the specific pragmatics for the teaching proposal a needs analysis was conducted (this refers to the second step). Teachers can choose from a variety of literature to guide them when designing learning situations, but in some cases the most important opinion is that of their own students. In order to determine which tasks are preferable for students to practice, methods such as interviews, observations, and surveys can be useful (Van den Branden, 2012).

The benefits of conducting a needs analysis is making the students feel that their opinions matter, this will contribute to the elimination of the hierarchy usually seen in classes (the teacher is more important than the students). It also gives students the opportunity to gain control of their own learning, by suggesting what they need and want to learn. Finally, Nunan (1988) states that it may help students to feel their course is relevant.

In this case, a short unstructured interview and a questionnaire were used to collect data on students' wants and needs. First, two people who had previously been on a

programme abroad where asked what types of activities they did whilst staying with a host family. It was found that the most common activities included staying and interacting with the family, meeting people, eating with the family and going to the centre of town. The goal of these short unstructured interviews was to achieve a sample of real situations young learners encounter when aboard according to their interest. Then, when the situations these learners would encounter were established, a questionnaire was created in order to determine how students would interact in these situations.

A questionnaire (see Appendix A) was administered to a group of 11 children aged 11 to 12 living in Fuerteventura. The questions to be answered were in the students' mother tongue (Spanish) for better comprehension of the questions. Each of the scenarios mentioned beforehand (interacting with the family, meeting people, eating with the family and going to the city centre) were represented in the questionnaire with images so children could better understand the context. Students had to choose which options they would like to learn in each scenario, it was a multiple-choice questionnaire allowing students to choose from one to all of the options. The last section of the questionnaire was an open question created to discover if students had any other curiosities not mentioned in the questionnaire.

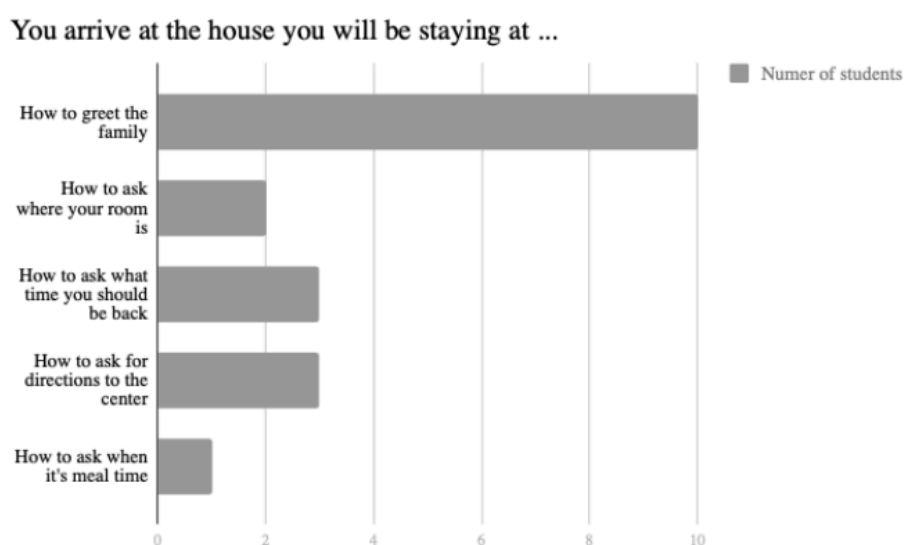


Figure 1. Results from Questionnaire (Question 1)

You go to the city center...

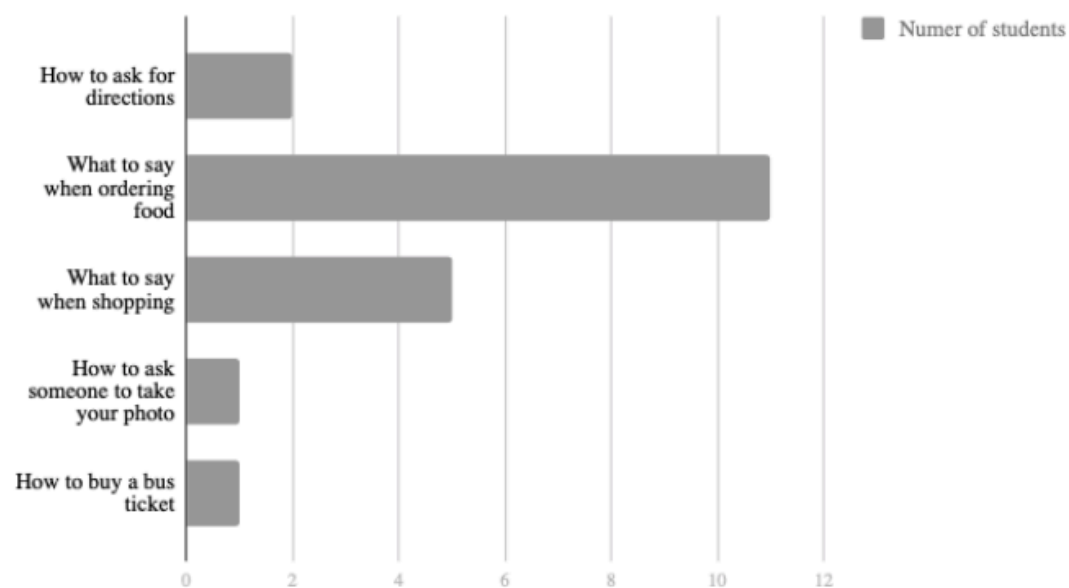


Figure 2. Results from Questionnaire (Question 2)

You are going to eat a meal with the family ...

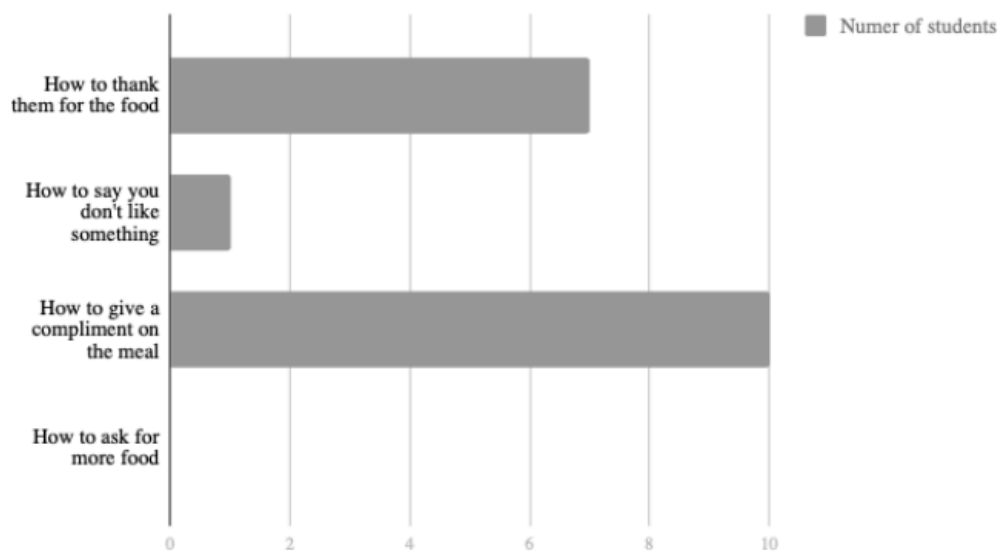


Figure 3. Results from Questionnaire (Question 3)

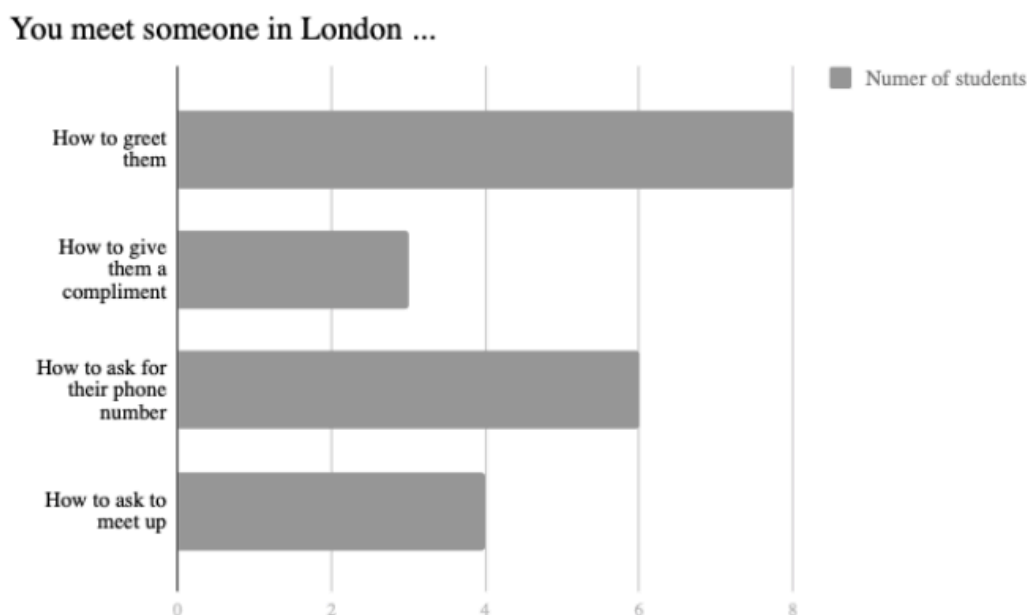


Figure 4. Results from Questionnaire (Question 4)

The results showed that students were most interested in learning greetings concerning both the families and the new friends they could make. They were also interested in how to ask new friends for their telephone number. In the situation of eating with the family, students expressed interest in learning how to compliment the food. When going to the centre, students were most interested in shopping and ordering food. Finally, in the open question students did not give any more ideas of what they would like to learn.

3.2 The Educational Context

This proposal is set forth with the idea that it would benefit students from a public primary school. The school chosen for this proposal is located in the Valencian Community, specifically in Castelló; which is known for its bilingual inhabitants, speaking Valencian and Spanish.

The group is formed by students in their 6th year of primary school with 24 pupils in total. Of the 24 participants, 12 are female and 12 are male. The subjects are 11 years old, with the exception of two children aged 12, who are repeating the year. This group of students have a similar age to those who participated in the needs analysis. Nearly all the participants are Spanish and Valencian students, with the exception of 8 students who are from other countries such as Romania, Morocco, Italy, China and Venezuela.

Due to the fact that the school is multilingual, English, Spanish and Valencian are learnt and, in this context, English is taught as a third language. Students start learning English from the age of 2 and from then on, the hours of exposure to the language incrementally increase. This means that students from sixth year of primary will start the course having had 9 years of exposure to the target language. Finally, according to the Common European Framework of Reference for Languages (2001) students should finish primary education with an English level between A1 and A2.

This being said not all the students in the classroom have always been in the school, there are many students who only started in their third and fourth year, and two of the students in the sixth-year group are new to the school. This implies that not all students have the same English level and previous knowledge.

The methodology used to teach English as a foreign language is very structured, the teacher uses a textbook and an activity book for every lesson. First, the homework from the previous day is corrected, followed by the introduction of the topic to be learnt using the textbook, the teacher then asks students to complete the exercises presented by the textbook and activity book to practice and revise the new and previous content. If students do not have time to finish, the teacher asks them to complete the rest of the exercises at home as homework.

3.3 Purpose of the teaching proposal

This teaching proposal for 6th year of primary education is designed to prepare students for their end of year trip to London. Pupils will be learning selected speech acts and pragmatic routines needed whilst traveling abroad as a young child. After their week in England, there will have one more session where their experience abroad will be discussed.

Because immersion was found to be the best way to learn a language (Jones 2007; Kasper and Rose 2001; Sánchez-Hernández and Alcón-Soler 2019; Taguchi 2013), this teaching proposal is created in combination with the pupils' end of year trip to London. Students will be staying in selected families' houses during a week of internship. In the afternoons they will all be attending an English Sumer Camp where they will participate in recreational activities whilst making friends with native speakers of the language. Therefore, the children will be surrounded by English speakers every day and will need to be prepared with the basic pragmatics to communicate effectively.

The main goal of this teaching proposal is for students to be pragmatically competent in real communicative situations whilst abroad. The general idea is that students should be able to make a list of Can Do's to use during their time abroad. It is intended to leave behind uncontextualized isolated knowledge such as learning list of prepositions, by exchanged it for learning a list of Can Do's that will directly be used.

The secondary goals for this proposal are for pupils to accept and learn about other people's cultures (in this case British). This is an important competence for students in a globalized world, which many times calls for people to be open and accepting of others.

3.4 Contents

The linguistic aspect which will be focused on in this proposal is pragmatics, specifically speech acts and pragmatic routines. Speech acts are the utterances of a speaker when using language in any kind of way, or Austin (1962) describes them as an example of how to do things with words. Speech acts describe actions such as greeting, ordering and thanking. O’Keeffe et al. (2011) differentiate three parts of a speech act: the literal meaning (locution), the intention of the utterance (illocution) and the effect it has on the listener (perlocution).

For example, when a speaker says *good morning*, the locution would be good morning, the illocution would be greeting the listener and the perlocution could have two outcomes: the listener acknowledging the speaker and returning the greeting or ignoring the speaker.

Depending on whether the locution and the illocution have a direct relationship, speech acts can be direct or indirect. When ordering for example; the speaker might say *may I have an orange please?* this is indirect speech due to an indirect relationship between structure and function. In contrast, a direct speech act when ordering would be, *I want an orange, please.* (O’Keeffe et al. 2011)

Searle (1969) distinguishes 5 main types of speech acts: representatives (true statements about the world); directives (intend to make the listener do something), commissives (the speaker accepts a duty), expressives (a psychological state) and declarations (institutionally bound affairs).

According to Austin (1976) in order for speech acts to function correctly they need to meet felicity conditions. For example, when saying *How may I help you?* Some felicity conditions may include the speaker believing they can help the listener, the speaker

wanting to help to listener, and finally the illocution is supposed to have a positive effect on the perlocution.

Moving on to pragmatic routines, Ellis (1985) described them as semi fixed expressions such as *How may I help you?* They are contextually bound and culturally specific, native speakers use pragmatic routines in everyday life. Non-native speakers can benefit from learning these routines in many ways including sounding more nativelike, improving their communication and fluency, affording a better understanding of cultural context and increasing their confidence.

As there is a vast selection of pragmatic routines and speech acts to choose from when designing a teaching proposal, the results from the needs analysis contributed to the final decision on which of them to teach. As mentioned beforehand, children showed interest in greetings, compliments, requests and the pragmatic routines of shopping and ordering food.

After identifying what needs students have, it is important to keep in mind student's favourite speech acts. These are the speech acts pupils use when left alone, children usually already know them, so the teacher can introduce others and simply remind pupils of these. Rose (2000) found that 95% of children use *I am sorry* as apologies; 80% use *thank you* as a response to compliments, and more importantly for this learning situation, more than 85% of students preferred to use *Can I* or *Can you* for requests. For this reason, this teaching proposal will introduce the following request structures: *Would you ____ please?* and *Can I ____ please?*

Students will already be familiar with *Can I* but in this case the teacher will add please to the end to importance of using please in English. The second structure to be learnt is new to children and will be a substitute for *Can you*. This way students will learn one new structure and revise one they already know. According to greetings, students are

all familiar with *Hello* and *Good morning* because these are greetings they learn from preschool, this teaching proposal will revise these known greetings in combination with fewer common greetings as well as some that are only used in England such as *Hiya*.

Pupils will also be learning compliments from the most commonly used by learners such as *I like your _____* to simple structures chosen by the teacher such as *you are so _____ and nice _____*.

Concerning the pragmatic routines for this proposal, they cannot be changed because they are fixed interactions that occur when conducting a certain interaction. For example, the pragmatic routine for shopping will start with *How may I help you?* And students need to learn them as they are, with no changes made, in order to be applicable for real live interactions.

Lastly, after conducting the needs analysis and establishing the language to be learnt, the last step is the creation of the tasks that promote the acquisition of the foreign language (Nunan, 1988). This teaching proposal will start with the introduction of traveling to London and establishing students' previous knowledge as well as what they would like to learn.

The first speech act taught to children will be greeting as it is best to teach in chronological order. There is not much sense in teaching students how to order food and then how to greet the worker, for this reason greeting will be taught first. As the learning situation is created in chronological order students will be able to use what they learnt previously in the all of proceeding lessons. Therefore, lesson two is for students to learn different types of greetings, as well as their formality and the actions which accompany them.

Following this line of teaching students what they need in chronological order, the next speech act will be complimenting food, due to the fact when students arrive in

London, they will need to eat with the family the first night. This speech act will be combined with table manners so students do not seem rude at the table. Complimenting people will also be revised because students should first remember how to compliment people before they learn how to compliment food. In order to teach this topic two lessons will be used: lesson three and four.

Lesson five, is used to teach students the indirectness of requests before teaching them how to use requests in the following lessons. It will also be used to point out the importance or politeness in English. Then, lesson six, as mentioned beforehand deals with teaching students requests, specifically how to ask for a telephone number. The secondary goal is to revise greetings, as well as complements, as students cannot be taught language to be forgotten but to be reused.

Lessons seven and eight are for teaching students the pragmatic routines of shopping and ordering food in London. The instruction of pragmatic routines was left for the final lessons because they are the most difficult to teach, due to the fact that they are fixed structures that are used in given situations and students will have to remember them as they are without changing any sentences.

After teaching all of the speech acts and pragmatic routines, lesson nine was designed to revise shopping, ordering food, greeting, complimenting and requesting. Students would be leaving the next day to London, and will need to practice everything learnt and ask any questions if needed before having to use everything learnt in real context.

Finally, the last lesson is to assess the pragmatic routines and speech acts children have used whilst abroad. As the teacher could not see how children performed whilst in London, children will have to speak about their experiences in class and by the end of this lesson children should be able to use the pragmatic routines and speech acts learnt in the learning situation without making mistakes.

Table 1: Specific pragmatics to be learnt in each lesson.

Lesson	Goal of lesson	Pragmatics to be learnt
Lesson 1: <i>What is it all about?</i>	<ul style="list-style-type: none"> • Introduce topic. • Establish previous knowledge. 	<ul style="list-style-type: none"> • No specific pragmatic aspects.
Lesson 2: <i>Hello, Hiya, Hi</i>	<ul style="list-style-type: none"> • Introduce greetings. 	<ul style="list-style-type: none"> • Greetings: Hello, Hi, Hiya, Hey, Nice to meet you, Good morning, Good afternoon, Good evening, how is it going? You alright? • Speakers' hierarchy. • Formality of each greeting. • How to act when greeting (handshakes and hugs).
Lesson 3: <i>Afternoon tea</i>	<ul style="list-style-type: none"> • Experience British culture. 	<ul style="list-style-type: none"> • British customs (eating times and food). • Greetings and their level of politeness. • Farewells and their level of politeness. • Table manners.
Lesson 4: <i>Mmm delicious!</i>	<ul style="list-style-type: none"> • Introduce compliments. • Revise and deepen table manners. 	<ul style="list-style-type: none"> • Compliments towards people: <i>I like your _____, you are so _____ and nice _____.</i> • Compliments towards food: <i>I love this/these _____, it's so tasty</i> or <i>mmm, delicious!.</i> • British table manners.
Lesson 5: <i>What does it actually mean?</i>	<ul style="list-style-type: none"> • Indirectness of requests. • Politeness of English. 	<ul style="list-style-type: none"> • Politeness (please and thank you) • Requests: <i>Would you _____ please?</i> and <i>Can I _____ please?</i> • Indirectness of requests.

		<ul style="list-style-type: none"> British expressions.
<p>Lesson 6:</p> <p><i>Can I have your number?</i></p>	<ul style="list-style-type: none"> Introduce requests. Revise greetings and complements. 	<ul style="list-style-type: none"> Greetings: <i>Hello, Hi, Hiya, Hey, Nice to meet you, Good morning, Good afternoon, Good evening, how is it going? You alright?</i> Speakers' hierarchy. Formality of each greeting. Appropriateness of greeting in different situations. Compliments: <i>I like your _____, you are so _____ and nice _____</i> Requests: <i>May I have your whatsapp number?, So listen, can I have your number?, Give me your number and What's your number?</i> Appropriateness of requests.
<p>Lesson 7:</p> <p><i>How much is it?</i></p>	<ul style="list-style-type: none"> Pragmatic routine of shopping. 	<ul style="list-style-type: none"> -Typical pragmatics needed for an interaction in shops (e.g. <i>How much is this?</i>). -Common questions expected and how to answer them (e.g. <i>s How may I help you?</i>). -Appropriateness of bartering and asking for discounts.
<p>Lesson 8:</p> <p><i>For here or to go?</i></p>	<ul style="list-style-type: none"> Pragmatic routine of ordering food. Introduce backchanneling. 	<ul style="list-style-type: none"> Typical pragmatics needed for an interaction in bars or restaurants (e. g. <i>I would like</i>) Common questions expected and how to answer them (e. g. <i>For here or to go?</i>).

		<ul style="list-style-type: none"> • Backchanneling: <i>mm-hm, um-hm, ah-ha, uh-uh, h-mm, oh-oh</i> and <i>oh</i>.
Lesson 9: <i>Do you remember?</i>	<ul style="list-style-type: none"> • Revise and deepen all speech acts and pragmatic routines. 	<ul style="list-style-type: none"> • Review of pragmatic routines (shopping and ordering food) and speech acts (greeting, complementing and requesting).
Lesson 10: <i>We are back!</i>	<ul style="list-style-type: none"> • Assess the knowledge learnt. 	<ul style="list-style-type: none"> • Review of pragmatic routines (shopping and ordering food) and speech acts (greeting, complementing and requesting).

3.5 Lesson structure and timing

English lessons for 6th years students consist of 45 min classes 5 times a week. This proposal will be organized for the last month of the academic school year, starting on the 27th of May and ending on the 14th of June. Students will receive 9 lessons to prepare them for internship from the 27th of May to the 6th of June, followed by a week of immersion in London (7th to 13th of June) and finalized by a session on the 14th of June to talk about their experience.

Table 2: Teaching proposal calendar.

May						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
27 th	28 th	29 th	30 th	31 st		
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5		

Table 3: Teaching proposal calendar.

June						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
					1 st	2 nd
3 rd Lesson 6	4 th Lesson 7	5 th Lesson 8	6 th Lesson 9	7 th Travel to London	8 th London	9 th London
10 th London	11 th London	12 th London	13 th Travel to Castellón	14 th Lesson 10	15 th	16 th

Concerning the lesson structure, all classes will have the same organization except for the first one. The first lesson is an orientative class in which students create a chart that displays their current knowledge, what they want to know and what they will learn (K-W-L chart). According to Miller and Veatch (2011) the use of K-W-L charts are effective to activate pupil's prior knowledge when beginning a new learning situation. The teacher will also mark the clear goal students need to achieve which is getting ready for their holiday in London. Finally, the teacher will give an explanation of the new routine that will be used in class.

Repetition and routines are not only beneficial for students' comprehension and acquisition (Abdul Rahim 2008; Jones 2007; Shin 2006; Takimoto 2010) but also for teachers to guide their pupils and control the classroom (Roh and Lee, 2018).

Shin (2006) explains that routines are important in the acquisition of English as a L2, as it helps manage the classroom and students enjoy the repetition of certain structured interactions. An example given is having a routine for story time, Shin (2006) states that having a few fixed sentences to say every time a story is going to be told

motivates students and helps to manage the classroom. Similarly, as mentioned before, Jones (2007) found that the children in her study had many routines in their school such as meal times. One of the most recurrent routines for very young learners is circle time; every morning before starting class students greet each other, talk about selected topics, sing songs to welcome the new day and establish the day of the week and the weather.

Roh and Lee (2018) found that young-learner teachers use repetition for more than just practice in the classroom but also a form of controlling and leading the children's language learning. Repetition was found to serve as a tool for three main purposes: taking control of turn taking and synchronized answers, asking for more depth to previous questions or looking for specific answers and for taking part in language practice with students.

Jones (2007) found that children learning pragmatics whilst immersed in Japanese language benefited from "frequently hearing various set phrases and routines, participating in routines with classmates, and practicing them at home" (p25). It was found that they enjoyed rehearsing routines they already knew. For example, the children would practice what they would say when eating at school, in their home. This way they could show their parents what they had learnt and when they felt more comfortable with the fixed structures, they started constructing their own sentences. Reoccurring events in similar contexts help learners of the language assimilate meaning, showing the importance of repetition and routines in language learning.

Takimoto (2010) cited in Taguchi (2011) compared students practicing pragmatics doing the exact same task again or doing slightly different tasks. It was intended to discover if students could benefit from same input tasks or slightly different scenarios. Results showed that the same task group performed better than the other, this finding is in line with that of Abdul Rahim (2008) who states that lessons have to be

repeated and not simply taught to be forgotten. Students can benefit from repetition because it allows them to be familiarized with the tasks and feel that they know how to do them. When students feel comfortable with the material, they will be able to learn in more depth, due to their sense of security.

Therefore, in order to include routines in the learning situation, every lesson will start with circle time where students will have to sit on the floor forming a circle and the teacher will introduce the topic of each day. These will be pre-task activities like brainstorming and games designed to introduce a topic and for students to understand what is going to be expected from them. After circle time students will be given explicit or implicit instruction and the opportunity to use the language learnt. Finally, every lesson will end in a discussion comparing British culture and that of the pupils in the classroom.

Each lesson will have at least 2 different tasks due to the fact that children get bored easily and do not have a long attention span. Most lessons will incorporate at least one task where students will move around the classroom as students cannot simply sit still for 45 minutes. Finally, the instruction students receive must not be longer than 10 minutes because most students cannot concentrate for such a long period of time

Table 4: Tasks and timing

Name of lesson	Tasks and Timing
Lesson 1: <i>What is it all about?</i>	Brain storm: 10 min. Creation of K-W-L chart: 20 min. Locating places in London: 10 min. Explanation of new routine: 5 min.
Lesson 2: <i>Hello, Hiya, Hi</i>	Circle time: 10 min. Find greetings: 5 min. Classify greetings: 10 min. Explicit instruction on greetings: 5 min.

	<p>Greetings game: 10 min.</p> <p>British culture: 5 min.</p>
Lesson 3: <i>Afternoon tea</i>	<p>Circle time: 10 min.</p> <p>Story time: 15 min.</p> <p>Questions about book: 10 min.</p> <p>British culture: 10 min.</p>
Lesson 4: <i>Mmm delicious!</i>	<p>Circle time: 10 min.</p> <p>Table manners sign: 10 min.</p> <p>Explicit instruction on compliments: 5 min.</p> <p>Role play: 15 min.</p> <p>British culture: 5 min.</p>
Lesson 5: <i>What does it actually mean?</i>	<p>Circle time: 10 min.</p> <p>Story time: 15 min.</p> <p>Explicit instruction: 5 min.</p> <p>DCT: 5 min.</p> <p>British culture: 10 min.</p>
Lesson 6: <i>Can I have your number?</i>	<p>Circle time: 10 min.</p> <p>Revision and instruction: 10 min.</p> <p>Classify requests: 5 min.</p> <p>Explicit instruction: 5 min.</p> <p>Game: 10 min.</p> <p>British culture: 5 min.</p>
Lesson 7: <i>How much is it?</i>	<p>Circle time: 10 min.</p> <p>Video: 5 min.</p> <p>Task: 5 min.</p> <p>Role play: 15 min.</p> <p>British culture: 5 min.</p>
Lesson 8: <i>For here or to go?</i>	<p>Circle time: 10 min.</p> <p>Song: 15 min.</p> <p>Video: 5 min.</p> <p>DCT: 10 min.</p>

	British culture: 5 min.
Lesson 9: <i>Do you remember?</i>	Circle time: 10 min. Song: 15 min. Video: 5 min. DCT: 10 min. British culture: 5 min.
<i>Lesson 10: We are back!</i>	Circle time: 10 min. Song: 15 min. Video: 5 min. DCT: 10 min. British culture: 5 min.

3.6 The methodology

The methodology used in this teaching proposal is similar to that of TSLT, but each and every task does not strictly follow the scheme. This being said the general teaching proposal follows the four criteria proposed by Ellis (2012). Children are prepared for immersion in London, therefore they do not learn isolated lists of irregular verbs or prepositions, but rather tasks with a primary focus on meaning, where pupils have a need to communicate, with the purpose of is getting ready to use the communicative language learnt, in real situations abroad.

This teaching proposal combines implicit and explicit instruction, mostly with the use of implicit instruction to introduce a topic followed by explicit instruction on the matter. This is proven to be effective because by introducing new information implicitly students can have the opportunity to discover, guess and think about how language is used. This is in line with Schmidt's noticing hypothesis (1993) which states that students learn by noticing features of a language. After students try themselves the teacher can help with explicit instruction by giving students definitions, explanations and examples.

Many authors have compared explicit and implicit instruction in order to learn which is more beneficial for learners of interlanguage pragmatics. Alcón-Soler (2005) studied request strategies whilst Ghaedrahmat et al (2016) investigated thanking, Shark (2019) focused on apologies and Nguyen et al (2012) investigated the general development of L2 pragmatic competence, all studies found that the explicit group performed significantly better than the implicit group on all measures.

Finally, Fukuya & Martínez-Flor (2008) used two types of assessment to evaluate students, one group receiving explicit instruction and the other implicit instruction. Results showed that the explicit group outperformed the implicit group but only on one of the types of assessment. Taking all of the above into account, the general findings all coincide in the fact that explicit instruction is best for the acquisition of L2 pragmatics.

The use of implicit and explicit instruction combined creates opportunities for students to discover meaning on their own and also with help, eliminating the classroom hierarchy where it seems the teacher has all of the knowledge and students are only there to listen.

In this learning situation, the teacher's role should be seen as that of a guide. Students will always be asked about their knowledge on new topics before the teacher talks, giving students the chance to take more control over their own learning. This method was found effective by Zohreh et al (2010). This learning situation also uses more group work and whilst students are working together the teacher must walk around the class room in case pupils need any help or have any questions. Due to the fact that students are in the last year of primary the teacher should try to give them as much autonomy as possible, because they need to develop their own learning strategies and not be constantly guided.

Finally, as previously mentioned, this proposal includes group, pair and individual work, focusing on group work, allowing students to develop skills in group work leading to good citizenship. Group and pair work create more opportunities to communicate in English which leads to acquisition (Long 1996; Swain 1995). They will also learn many important language skills whilst working in cooperation (listening, giving creative ideas, mediating, sharing, making decisions, voting, deciding...).

Lastly, individual work is also necessary for students to develop autonomous work. This is where students create their own learning strategies and reflect on the language they know and don't know. It is also important for the teacher to have a record of students' autonomous work in order to evaluate what parts of language they most need help with.

3.7 Resources and materials

According to Wiggins & McTighe (2005) the best materials are those which are created based on learners needs (what they can do with the language) and not on what should be covered in the semester or academic year. For this reason, the materials will be created by the teacher with the use of authentic materials, games, music and explicit and implicit instruction.

To create the tasks, the principles of materials development proposed by Tomlinson (1998) were taken into account. Some of the ideas he addresses include the use of authentic language, and hence authentic input, providing students with situations in which they use their linguistic repertoire to achieve and communicate purposes, provide materials that awaken student's curiosity and attention and finally, create opportunities for outcome feedback.

This learning situation includes the use of authentic materials found to be beneficial by many authors (Abdul Rahim 2008; Bacon and Finnemann 1990; Kilickaya 2004; Omid and Azam; 2015). These materials include: a map of London, two story books (*The*

Tiger Who Came to Tea by Judith Kerr and *I want my Dinner* by Tony Ross), songs by British musicians, real prices and products from shops in London and a fish and Chips restaurant menu.

Videos from YouTube have also been included in this teaching proposal, but are not considered realia because they were created for teaching language. Hence, these videos were mainly used for explicit instruction; of pragmatic routines (Amanta Inc., 2015, 2018) and table manners (APPUSERIES, 2014). A video was used to introduce the topic of traveling to London (Casimiro, 2012) and to show students a comedy skit of bad table manners (OochaVosha, 2008)

As the use of games has been found beneficial (Herraiz-Martínez 2018; Yang and Zapata-Rivera 2010; Edwards and Csizer 2004), many have been created, especially for introducing new topics and revising them. The games created are the following: circle time greetings game, compliment game, indirectness game, greetings game, number game and shopping game. This teaching proposal also uses the well-known hangman game and a game by Edwards and Csizer (2004) called *What are they saying?*

Lastly, many materials were created specifically for this teaching proposal. The materials created by the teacher include: a word search (appendix 5), a FJT (appendix 6), questions on story book (appendix 7), a table manners worksheet (appendix 8), a simple DTC and multiple-choice question (appendix 9), a memes worksheet (appendix 10), a conversations in disorder worksheet (appendix 12), a rap song (appendix 13) adapted from Persin (2015), a DCT on ordering food (appendix 14), a SVDCT (appendix 15), a holiday book (appendix 16) and a group evaluation sheet (appendix 17).

Table 5: Materials needed in order of use.

Name of lessons	Materials needed in order of use
Lesson 1: <i>What is it all about?</i>	Brown Kraft paper, pencils, coloured pencils, rulers, glue, paper, map of London (appendix 2), projector and video by Casimiro (2012).
Lesson 2: <i>Hello, Hiya, Hi</i>	Music, ball, word search (appendix 5), Formality Judgment Task (appendix 6) and labels for game.
Lesson 3: <i>Afternoon tea</i>	Music, sandwiches, tea, picnic blanket, book <i>The tiger who came to tea</i> (Kerr, 2006), worksheet on the book (appendix 7), projector, video by OochaVosha (2008) and maraca.
Lesson 4: <i>Mmm delicious!</i>	Music, paper, projector, video by APPUSERIES (2014), table manners worksheet (appendix 8), coloured cardboard, pencils, coloured pencils, plates, glasses, and cutlery.
Lesson 5: <i>What does it actually mean?</i>	Music, ball, 2 copies of <i>I want my Dinner</i> (Ross,1996), simple DTC and multiple-choice question (appendix 9).
Lesson 6: <i>Can I have your number?</i>	Music, ball, laminated cards for greeting game, memes worksheet (appendix 10) and cards with numbers.
Lesson 7: <i>How much is it?</i>	Music, map of London, shopping game (appendix 11), projector, video by Amanta Inc. (2018), conversations in disorder (appendix 12) and scissors.
Lesson 8: <i>For here or to go?</i>	Music, Paper, rap song (appendix 13), projector, video by Amanta Inc., (2015), DCT (appendix 14).
Lesson 9: <i>Do you remember?</i>	Music, K-W-L chart, SVDCT (appendix 15), paper, pencils, coloured pencils, coloured cardboard, stapler, holiday book (appendix 16).
Lesson 10: <i>We are back!</i>	Rap song (appendix 13), holiday books (appendix 16) and group evaluation sheet (appendix 17).

3.8 Lessons

3.8.1 Lesson 1: *What is it all about?*

The main goal of this lesson is to introduce the new topic and establish previous knowledge students have on the culture and geography of London, as well as what they would like to learn. By the end of this learning situation children should be able to identify England on a map as well as having a general idea of what the learning situation entails.

Students will be introduced to the learning situation on traveling to London, by a brainstorm and the creation of a K-W-L chart followed by learning briefly about the general geography of London. The teacher will first ask students about London to introduce the topic, their answers will be written on the board by the teacher. The questions the teacher should use to elicit information from students are as follows: Have you ever been to London? Where is London on the map? Do you know any famous places in London? Do you know any British food? Do you know any famous British people? What is there to do in London? What British expressions do you know?

After students have given their knowledge on the topic, the teacher will ask them what they would like to learn about London and what they would like to know when going on holiday. This exercise helps students feel their opinions are important, the teacher chooses the topic but if any children have curiosities and needs that weren't planned the teacher might find time to include it.

A large piece of brown Kraft paper will be used to create a visual K-W-L chart (see example in appendix 3). The paper will be divided in three sections, one titled *what we already know*, the following called *what we want to know* and the last labeled *what we have learned*. In this first lesson students will only be able to fill in information on the first two columns and as the learning situation progresses the chart will be completed.

After creating the chart, students will be given a map of London (appendix 2), whilst the teacher prepares the projector for showing children a video (Casimiro, 2012). The video shows the main touristic attractions visited by a family on holiday. Students should watch the video and identify the places the family visits on the map.

Due to the fact that routines have been found beneficial for learners, the last five minutes of the lesson will be used to explain the routine students will be following in the next classes. Students will need to find songs by British artists they enjoy, to be played in the first few minutes of each lesson (see appendix 4). These songs will be played as background music whilst circle time takes places, as well as during specific moments in the lesson if the teacher sees fit to use them. Students will also be told that every lesson will be ending in a 10-minute discussion on sociopragmatics of England and their own countries, in this line they must be prepared to talk about their culture.

3.8.2 Lesson 2: *Hello, Hiya, Hi*

The main goal of this lesson is for students to learn different types of greetings, as well as their formality and the actions which accompany them. By the end of this lesson children should be able to know an appropriate way of greeting the family they will be staying with in London. Students might also be able to classify, as well as increase their repertoire of greetings.

To start the lesson, the teacher will ask students to sit in a circle on the floor, the music chosen will be played in the background as they are asked to start thinking of any funny ways to greet people they have heard. Whilst students think the teacher will explain the rules of the game they will play. The game consists of throwing a ball around to each person in the class, the person who throws the ball will have to say a greeting they have heard, whilst the person who receives the ball will have to repeat the greeting said before

and say a new one. Each time the ball gets passed the game becomes more difficult because students have to remember all of their companions' greetings.

When the game is over, students will be given a word search (appendix 5) where, in groups of 4, they will have to try and find the most greetings possible. The greetings they are looking for are not provided. After 5 minutes the teacher will ask students for all the greeting they have found. This is a form of implicit instruction because the teacher does not provide students with the different types of greetings, they need to identify them using their own repertoire. Then, if there were any missing, the teacher will provide them with the missing ones for the children to find in their word search.

After finding all of the greetings, the same groups formed beforehand will be asked to classify the greetings using a FJT, from informal to formal (appendix 6). The groups should then draw people they can use informal language with on the left and people they can use formal language with on the right. This way students will identify to speaker's hierarchy.

Then, as all previous tasks were implicit instruction, the teacher will explicitly name greetings and the best situations to use them in, as well as who not to use them with and how to respond to them. For example: *Nice to meet you* can only be used the first time you meet someone, it is considered polite so you can use it with anyone, the correct way to respond is: *Nice to meet you too*. This type of explanation will be given with all of the greeting mentioned in the previous tasks; students are expected to correct their formality scale activity with the teacher's explanation.

This explanation will be followed by a game called *What are they saying?* by Edwards and Csizer (2004). In this game students get roles stuck on their backs and have to guess who they are by listening to how others greet them. Some suggested roles for this game are: your teacher, your best friend, your brother, your mother, your new

classmate, your doctor, the family you will be staying with in London, your new neighbour. All of these roles will be written on the blackboard for students to use as reference if needed, due to the fact that you may greet your teacher and doctor in the same way, they will have to guess both in order to find out which they are. By playing this game, students will have the opportunity to practice everything explained by the teacher.

To finalize the class the teacher will use the last 10 minutes of the lesson to talk about how to act when greeting in London. Students will be asked what actions they would use to greet British people; their answers will be written on the blackboard. If there are any greetings left the teacher will write them down and then explain the best situations to use each of them. For example, it is better to give a person a hand shake rather than a hug if you don't know them well. Then the teacher will ask all of the students from other nationalities in the classroom what type of actions they do when greeting each other as well as exemplifying some other greetings if students have not mentioned them. Lastly, in pairs students will stand up and greet each other in front of the class and the rest will have to guess where they are from and if they can what type of relationship they have.

3.8.3 Lesson 3: *Afternoon tea*

The main goal of this lesson is to introduce students to the gastronomy and culture of England by tasting food and drinks as well as listening to a story. The secondary goal is to introduce the new topic on table manners, which will be addressed in lesson four. By the end of this learning situation children should be able to explain details about English afternoon tea and have a general idea about the story presented to them.

To begin the lesson, the teacher should ask all students to sit in a circle around the picnic blanket placed on the ground. The music students selected is played in the background whilst the teacher starts handing out sandwiches and cups of tea to each child. She then asks if they know what *tea* means in England (because it does not only refer to

hot beverage, but also to a time of the day in which British people eat). They then discuss what time tea is served and the typical things you eat and drink at this time of the day. This picnic type meal gives children the opportunity to taste typical food and drinks whilst learning about the culture in which they will be immersed for a week.

After students have personally experienced what tea entails, a story titled *The Tiger Who Came to Tea* by Judith Kerr should be read to the children. The teacher should first show children the cover of the book and ask them questions (What is the title of the story? What characters can you see here? What do you think the story will be about? Do you think it will be scary, sad or funny?) to grasp their attention.

To involve the students throughout the story, the teacher should stop two or three times and ask students what they think will happen next, ask students to read sections from the book and ask if they understand key words. Due to the fact that the book is created for native speakers of the language, student's may not be able to understand everything so the teacher should read slowly and use gestures to help pupils to grasp the general idea of the story. When the teacher finishes the book, the student's opinions should be asked, with questions such as: did you like the story? Who was your favourite character? and Did the story make you happy?

In order to direct children's attention to the desired pragmatics of the storybook, a worksheet (appendix 7) will be given to each group, where students will have 10 minutes to answer questions about the story. Students attention will be brought to how the tiger greets and says good-bye to the family, as well as the food the family prepared for tea and finally the tiger's table manners. Question one refers to greetings and their level of politeness, questions 2 refers to table manners, questions 3 and 4 refer to British gastronomy and question 5 refers to farewells and their level of politeness.

To finalize the lesson, the last 10 minutes of the class will be used to discuss table manners around the world. First, a short clip of people with bad table manners will be shown (OochaVosha, 2008). Students will be asked to make a brief noise with an instrument (such as shake a maraca once) every time the people do something rude. After watching the video, the teacher will ask students to explain why the tiger was rude at the table. To end the discussion, the teacher will ask students to name some of the table manners they use at home, encouraging students from other countries to explain differences and similarities with their table manners. Finally, the teacher will present some interesting table manners of cultures students have not mentioned.

3.8.4 Lesson 4: *Mmm delicious!*

The main goal of this lesson is to introduce compliments to students, as well as table manners. By the end of this learning situation children should be able to compliment the food the family has prepared them and eat with table manners used in Britain.

To start the lesson the teacher will ask students to sit in a circle on the ground, whilst the selected music is playing in the background. The teacher will then direct a short brainstorm on the meaning of a compliment. Students will have the opportunity to explain what they think the meaning of compliment is and finally the teacher can help with any missing information if needed. After establishing what compliments are, students will play a compliment game.

The game consists of writing a compliment for each person in the classroom on a piece of paper that gets passed around clock wise. At the end the paper will arrive back at the person for whom the compliments are intended. Three compliment structures will be revised for students to use; however, they may also use any other structure they know. The suggested structures for creating compliments are: *I like your _____, you are so _____ and nice _____.*

On the one hand, playing this type of game is beneficial for the group because it brings them closer. A result of this is that, students will work better in groups, and there will be a more positive environment in the classroom. The teacher should always try to encourage students to interact with each other in positive ways. On the other hand, it also helps individual students feel loved, important and special, having a positive impact on their self-esteem.

After playing the compliment game, students will be asked to sit in their already-established groups previously formed to make a *Table Manners Sign*. First a video will be played on British table manners (APPUSERIES, 2014), students should tick the manners in the video from a list supplied by the teacher (appendix 8). Some of the sentences are correct and others are the opposite of good manners. Then, students should create a poster with drawings and text to represent a sign in a cafeteria for good manners.

Then, explicit instruction will be given on how to compliment food, this is the most voted situation by students on the initial questionnaire; which shows that students desire to be polite and appreciative. Students will be given typical phrases they can use when commenting on food such as: *I love this/these _____, it's so tasty or mmm, delicious!*

To practice both compliments and table manners children will role play a dinner scene where some pupils will act as the family members and the others will act as the guests. Students are free to use any conversation they please but have to include a compliment on food and one polite and impolite table manner. The teacher will provide a table with plates, glasses, cutlery and chairs. Then, in turns, groups will represent a dinner scene for the rest of the class, they have to watch and detect the impolite moment.

Finally, the last five minutes will be used to discuss situations in which it is acceptable to eat with their hands, and situations in which it is not. Students can give their

ideas on what types of foods can be eaten with their hands and which cannot. They can also think of different cultures in which cutlery is not used and what is used instead.

3.8.5 Lesson 5: *What does it actually mean?*

The main goal of this lesson is to teach students the indirectness of requests and the politeness of English. By the end of this lesson children should understand the importance of using *please* and *thank you* in English as well as the reason why most requests should be indirect.

To start the lesson the teacher will ask students to sit in a circle on the ground, whilst the selected music is playing in the background. Then the teacher will ask students to think of sentences in English or their L1 that are used with non-literal meaning, for example *jugar con fuego* in Spanish. Then students will be asked to play a game using the same mechanism as the greetings game, but this time a student says a non-literal sentence and the person who receives the ball has to act it out. The teacher will encourage students to use sentences in English, but due to the learners age the warm up game will be mainly in Spanish as the primary purpose is for children to understand the difference between literal and non-literal meaning.

Then, the teacher will tell students that the preschool group will be coming to visit the classroom to hear a story they have to prepare. The teacher will first read the story to the pupils and then they will need to read it to the group of pre-schoolers. The selected story is *I want my Dinner* (Ross, 1996) where the importance of *please* and *thank you* is illustrated. After hearing the story, the teacher will divide the class in two groups and give them each the same story, the groups will have to take turns to read a page each to the little children when they come to the classroom. Students enjoy these types of tasks, when two very different age groups interact it is beneficial for both of them, whilst the youngest

are enjoying a story, the older students are learning how to present materials and feel as if they know English due to the age gap. They will both be learning the same thing (*please* and *thank you*) but in different ways.

After the pre-schoolers leave the class room, explicit instruction will be given on the indirectness of requests in English. The teacher will ask students to remember the circle time game and then introduce the following request structures: *Would you ____ please?* and *Can I ____ please?* Then, the teacher will request students to do various things in the classroom using that structure. Suggested requests include: Would you open the door please? Can I please borrow your pencil? Would you please close the window? Can I please have your homework? The teacher should wait and see if any children answer *yes* or *no* instead of carrying out the action.

If students simply carry out the actions, the teacher will then use this as an explanation of how even though the literal answer would be *yes* or *no*, the intended reaction is to carry out an action. If any of the students answer *yes* or *no* the teacher can use the opportunity to point out the same explanation whilst insisting that when hearing these types of request students should not answer literally.

To practice politeness of English and indirectness of requests, students will complete a simple DCT and a multiple-choice question (appendix 9) individually. Before the students start completing the worksheet, the teacher should explain that they should imagine they are in the house they will be staying at in London for a week. The teacher must also check if students understand all of the vocabulary, as there may be words students have not seen before such as *pillow*. The multiple choice allows students to select how they would request the salt at the dinner table and the DCT is designed to elicit information on how students would request an extra pillow for their bedroom.

The last 10 minutes of the lesson will be used to talk about a few non literal expressions in England. The selected expressions to teach are: break a leg, finger licking good, hit the sack, speak of the devil, you can say that again, what's up? and miss the boat. The teacher will write them on the blackboard and ask a student to read it, then ask if students know what it means. After establishing the meaning of the expression, volunteer students will have to act out the literal meaning of the expression to see how funny it would be if it was understood literally.

3.8.6 Lesson 6: *Can I have your number please?*

The main goal of this lesson is to teach students requests, specifically how to ask for a telephone number. The secondary goal is to revise greetings, as well as complements. By the end of this lesson children should be able to greet and give a compliment and ask for a number when meeting children at the summer camp.

To start the lesson the teacher will ask students to sit in a circle on the ground, whilst the selected music is playing in the background. The teacher will use the game form the second lesson to revise the greetings students have previously learnt. After the warm up the teacher will ask students to read the 6 laminated cards previously placed around the classroom: your best friend, your teacher, a classmate, your new doctor, a receptionist, your new classmate. Then the teacher will explain a game to be played: students will be shown a card with one of the greetings previously learnt and they will have to run to one of the character cards placed around the classroom which best represents the person with whom they would use that particular greeting.

Then, a revision will be conducted on the types of compliments learnt previously by asking students to remember the structures and give examples of compliments they received (*I like your _____, you are so _____ and nice _____*). The teacher will

then give explicit instruction on the main differences between these compliments and *when*, with *whom* and *how* they are best used.

After this revision, in pairs students will be presented with a worksheet which displays 4 *memes* in which characters are asking for numbers (appendix 10). Students will have to guess which requests are appropriate and which are inappropriate by discussing their opinions with their partner. The use of *memes* might encourage students to learn because they are funny and students are used to using them on their social media.

When students have decided which requests are acceptable, the teacher will correct the activity by giving explicit instruction on how to request numbers from people. The correct requests include *May I have your WhatsApp number?* and *So listen, can I have your number?* whilst the incorrect requests are *Give me your number* and *What's your number?* The teacher will also explain that telephone numbers are private and some people may not want to give it to them, therefore students should also think of situations in which asking for a telephone number is acceptable and also the types of people they may ask.

Thereafter, students are asked to play a game to practice everything previously learnt. In this game the teacher hands out numbers to students, there are only two of each number and students have to find their pair by having a short conversation. Students will have to greet each other, followed by a compliment and then ask their classmate for their number. If the number given is identical to theirs, these pupils have already found their pair and can wait to see how the other students try to find theirs.

The last five minutes of the lesson will be used to talk about situations in which pupils should and should not greet people in London. For example, in Spain people are more accustomed to greeting each other in many situations, therefore students might come across as inappropriate if they greet people everywhere. For this reason, the teacher

will ask students if they think it is okay to greet people in a few situations. Some of the selected situations are: is it ok to greet someone /in a lift? /on the underground? /at a reception? / at an academy? /on a bus? Finally, the teacher will ask students from other cultures in the class to explain the differences and similarities there are in their L1 and L2.

3.8.7 Lesson 7: *How much is it?*

The main goal of this lesson is to teach students the pragmatic routine of shopping in London. The secondary goal is for students to recognize the most famous places to go shopping and the understand the use pounds. By the end of this lesson children should have a general idea of how to buy any items at a store or market in London using pounds.

To start the lesson and introduce the topic, the teacher will ask students to sit in a circle on the ground, whilst the selected music is playing in the background. Then, students will be asked to take out the maps they used on the first day of class and try to remember in which places people can go shopping, the teacher will then add the name of any other famous places such as stores, markets and shopping centres. Afterwards, students will play a shopping game (appendix 11) where each student gets an amount of money and has to buy a product from one of the popular places in London. Students will have to interact with each other to add up enough money in order to buy the products. The teacher will present four shopping places in London with their real product and prices, this way students will get used to using pounds and also discover the types of prices and places to shop.

After playing the game, students will be presented with a video (Amanta Inc., 2018) where a character buys shoes from a shop. Students will have to watch the first part of the video in silence whilst the second part invites pupils to repeat the dialogue as the

characters have beforehand. The dialogue includes the typical pragmatics needed for an interaction in shops such as asking for sizes and prices of products as well as answering common questions such as *How may I help you?* and *Cash or card?*

Then, students will be given the conversations practiced beforehand in disorder (appendix 12). The teacher will ask students to work in groups whilst organizing the conversation. When students have completed the task, they will be asked to practice the roles in their conversations, as they will have to represent it in front of the class. Students can change the conversations slightly in order to fit their needs, they may also change the product being bought to a pair of jeans or a sweatshirt for example. Pupils can even create signs and use the money from the first game if they wish.

The last five minutes of the lesson will be used to talk about bartering when buying clothes. Students will be told that it is not acceptable to do so in England. They will be told that they can sometimes ask for child discount and then the teacher will ask students in which places they think this discount can be given. As it could be observed in the video, no child discounts are available in shoe stores, but they may be discounts in zoos, museums and at the cinema. Afterwards the teacher will ask students from other nationalities in the class if it is common to barter in any of their cultures. Finally, the teacher will present cultures in which bartering is accepted and give examples of how it can be done by asking volunteer students to participate.

3.8.8 Lesson 8: *For here or to go?*

The main goal of this lesson is to teach students the pragmatic routine of ordering food in London. By the end of this lesson children should have a general idea of how to order food in London using pounds.

To start the lesson and introduce the topic of food, the teacher will ask students to sit in a circle on the ground, whilst the selected music is playing in the background. Students will be asked to think of typical English food they know or remember from the lesson on *Afternoon tea*. Then, the teacher will recommend other dishes students have not mentioned that could be nice to try when they are in London. The teacher will follow this up with a game of Hangman with the names of food mentioned beforehand.

After playing Hangman, students will listen to a rap song (appendix 13) about ordering food (adapted from Persin, 2015). The teacher will then give the pupils the lyrics and ask them to sing along. Due to the fact that the song is a rap, the pace is fast, so the teacher must help students learn line by line slowly first, before singing the whole song quickly. Finally, the teacher will encourage students to sing and move around the classroom whilst singing to imitate rappers.

To continue learning the pragmatic routine of ordering food, students will be asked to return to their seats, whilst the students are settling down the teacher will turn on the projector to show the children a video on ordering food (Amanta Inc., 2015). This video has the same structure as the one in the previous lesson; first students must listen quietly to the dialogue and in the second part students are invited to repeat what the characters say. The dialogue includes the typical pragmatics needed for an interaction in bars or restaurants such as ordering food as well as common questions to expect (*May I take your order? Anything else?* and *For here or to go?*) and how to answer them.

To check students' comprehension the teacher will give students an individual DCT (appendix 14) where they will have to order food at a Fish and chips restaurant. The real menu is included for students to have an idea of what the real options and prices are. Students may also realise that they do not understand everything on the menu, this task prepares them for a real world situation where they may only be able to choose between

the food they understand. They may also ask the teacher for the meaning of these items on the menu, either way students are practicing strategies they would use when in London.

The last five minutes of the lesson will be used to talk about backchanneling in English. Students will be asked to take out the lyrics of the rap used beforehand and look at the third sentence (mm-hm), the teacher will ask them what this means. Students should come to the conclusion that it's an affirmation. Then the teacher will ask students if they know any other ways of saying yes without using words, the teacher will write any suggestions on the black board as well as the answers if students have not said them.

The teacher then will proceed to ask for any ways of saying no, as well as ways of letting the speaker know we are listening and interested. Children should copy them into their notebooks and write down what they are used for. The selected backchannels to teach students are: *mm-hm*, *um-hm*, *ah-ha*, *uh-uh*, *h-mm*, *oh-oh* and *oh*. Finally, the teacher will ask students from other places if these backchannels are the same in their cultures and what similitudes and differences they can think of.

3.8.9 Lesson 9: *Do you remember?*

The main goal of this lesson is to revise the two pragmatic routines, as well as the speech acts of greeting, complimenting and requesting. By the end of this lesson children should be able to use most of the pragmatic routines or speech acts learnt in the learning situation and be prepared to go on holiday to London.

To start the lesson the teacher will ask students to sit in a circle on the ground, whilst the selected music is playing in the background, then the teacher will ask students to bring the K-W-L chart created on the first day, students will have to fill in the information of what they have learnt and if there are still any questions unanswered the teacher should attend to them. Students should feel that everything they wanted to know

has been resolved and if students have any new curiosities these can also be discussed before the end of circle time.

Then, the teacher will ask students to sit down at their tables, in order to complete a SVDCT (appendix 15) individually, they will be able to create any senario that could be encountered in London. After thinking of a senario, pupils should write *What do you say?*, then, they will have to answer their own question and finally draw the scene. When students have finished drawing their situations, the teacher will ask volunteers to show their work to the rest of the class.

After, students have completed their invididual work, the teacher will divide the class into 4 groups, each of these groups will have to make a one comic strip of one of the following situations: meeting a child at summer camp, going shopping in London, eating dinner with the family or eating lunch at a resturant. In order for students to represent these four senarios they will have to use the knowledge learnt on pragmatics in the lessons.

These comic strips will be joined together and put into a comic book titled *our trip to London*. Whilst students desing the four pages the teacher will fold a piece of cardboard and create the cover and back of the comic. When students are finished their comic strips the teacher will join the pages with a stapler and create the comic book. Then, the class will look at the comic book together and discuss their work, and in so doing, the class will be able to revise each senario the teacher has prepared them to face in London.

Finally, the teacher will use the last five minutes of the class to present the holiday book (appendix 16) students will have to complete whilst in London. Students must parctice what they have learnt in real world situations and discover if they are capabale of using the prgmatic routines and speech acts autonomously. This seven-page holiday

book includes a cover, a section for each aspect learnt and a self-evaluation. It will be checked in lesson 10, which is after the London trip.

3.8.10 Lesson 10: *How did it go?*

The main goal of this lesson is to assess the pragmatic routines and speech acts children have used whilst abroad. By the end of this lesson children should be able to use the pragmatic routines or speech acts learnt in the learning situation without making mistakes.

To start the lesson in a similar way to the rest of the learning situation, the teacher will ask students to sit in a circle on the ground and bring the ordering food rap they learnt in lesson 8. Then, students will be asked to sing the song together and after the rap, the teacher will ask students if they have learnt any English songs whilst abroad, students can say the names of the new songs and sing sections of them.

Then, pupils will be instructed take out their holiday books and present them to the rest of the class, first showing the photo with the family, then talking about new friends from the summer camp, followed by the places they shopped and their favourite restaurant, then, their favourite meal the family prepared, finally, students may present their favourite moments of the trip and the most embarrassing moments.

When students talk about the embarrassing moments, the rest of the class and teacher have to think how it could have been avoided. This is important information for the teacher to keep in mind when designing the following years learning situation, because the main goal is for students to travel aboard in London, with the least possible problems. Therefore, any pragmatics students may need in order to evade embarrassment should be taught.

After the presentations, students will first need to evaluate their group members performance with the group evaluation sheet (appendix 17) and then will be given a chance to talk about their trip with their class mates. The teacher will start calling each student individually to show the last page of their holiday book. They will need to tell the teacher their level of proficiency in each task and their overall grade as well as explaining why. If the teacher thinks it is necessary students can be tested on pragmatic routines or speech acts, because sometimes students are not completely honest about their own grades and teachers usually know their students very well.

Lastly, the teacher will have students return to their seats and ask students questions about the learning situation: Did you enjoy it? Did you feel prepared for traveling to London? What was your favourite part? What part didn't you like? What would you change? And What was the most important thing you learnt? These questions can serve as a self-evaluation for the teacher to assess the efficiency of the learning situation, whilst helping pupils to revise everything learnt the past three weeks.

3.9 Evaluation

In line with Fukuya & Martínez-Flor (2008) who recommend using many types of assessment when teaching pragmatics, children's pragmatic competence will be evaluated through various tools. As suggested by Shaaban (2001) the teacher will evaluate students through the entire learning situation, instead of using a single tool or moment.

The teacher will keep record of students' participation, attitudes and involvement in the classes, this is account for 5% of students' grade. The evaluation tool for keeping track of these aspects is observation, the teacher should have an idea of which pupils are motivated, participate actively in class and work well in groups.

Every lesson also includes tasks students have to complete individually or in groups, the teacher must grade all of the students work through the learning situation and this will account for 50% of students' grade. This learning situation used many group tasks including the FJT, questions on story, table manners sign and worksheet, table manners role-play, request game, shopping role play and comic strip creation. All students completing the group work will receive the same grade, unless their group complains about their participation in the group evaluation.

The individual tasks include the simple DTC and multiple-choice question, DCT on ordering food and SVDCT. These tasks will be a clear indication of students' individual capacities due to the fact that when completing these tasks, they receive no help from others. Notwithstanding, the individual tasks and group tasks will have the same weight when calculating the 50% grade of students work.

Taking into consideration the main goal of this learning situation, much importance is placed on students' holiday book because it is an account of how students have used the pragmatics learnt in the classroom whilst abroad in real situations. Therefore, the final presentation of holiday book and self-evaluation will account for 45% of students' final grades. Shaaban (2001) expresses that presentations can be used as a "comprehensive record of students' abilities" (p. 4), therefore the final presentation students have to give on their experience in London will account for 25% of students' final grade.

In reference to self-evaluation, students will have to fill in information about their level of proficiency in pragmatic routines and speech acts learnt, followed by a general grade for the entire learning situation. Finally, the teacher will ask students to explain the reason behind each of these evaluations. Self-assessment has been found to be positive because it makes students aware of their own strengths and weaknesses Shaaban (2001)

and it also makes students feel more responsibility for their own learning. Students' self-evaluation will account for 20% of their final grade.

Table 6: Percentages for evaluation

Evaluation tool	Percentage
Observation: participation, attitudes and involvement in the classes	5%
FJT: greetings (group)	5%
Questions on story (group)	5%
Table manners sign and worksheet (group)	5%
Table manners role-play (group)	5%
Simple DTC and multiple-choice question (individual)	5%
Requests game (group)	5%
Shopping role play (group)	5%
DCT: ordering food (individual)	5%
SVDCT (individual)	5%
Comic strip (group)	5%
Presentation (individual)	25%
Self-evaluation (individual)	20%
Total	100%

These percentages have been attributed in this manner because students should feel that evaluation is not an alienated process but a continuous component of learning. For this reason, tasks performed in each lesson amount to 50% of the final grade, whilst 5% of the grade to reflect students' everyday participation, attitudes and involvement in the classes. In this line 55% of pupils' mark is calculated bearing their continuous effort and work in mind. This type of evaluation does not allow students to quickly cram all of the information learnt into a final exam and pass, it is rather a type of evaluation that encourages students to work hard every day towards a defined purpose.

For the beginning of this learning situation students will be told what is expected of them, including their starting point, what they will learn and how it will be learnt. This

allows students to prepare for what will be expected and take responsibility for their own learning. This is why 20% of their final grade will be calculated by themselves, students have to feel that their contributions to the learning situation are important, right up until the final evaluation.

Finally, due to the fact that students' holiday book is an account of how pupils used their knowledge in real life situations, the presentation of this material is worth 25% of the final grade. Even though the presentation of the holiday book is the single task with highest importance in the learning situation, the teacher must try not to make students anxious. This can be achieved by creating a calm environment in class where students are not scared to be corrected or embarrassed.

4 Appraisal

4.1 Expected results

This section includes a personal appraisal of the learning situation proposed. Due to the fact that it was not put into practice, only speculations can be made based on theory and classroom experience.

4.1.1 Difficulties students may encounter and their solutions

The first and most recurrent error students make is transferring the pragmatic rules of their L1 to the target language. This is found by many authors for example, when Jones (2007) studied children in Japanese Immersion, one of the children extended a Japanese rule (gendered language) to English. The boy asked "What do you call pink in boy-ish?" (p.15), the child had assumed that the rules learnt in Japanese were applicable to English.

In this line, Abdul Rahim (2008) found the same problem when her Arabic students were not using *please* in English. After asking students the reason behind this, it was found that they were not used to using *please* in Arabic, as it has a different meaning

(arjook). A student expressed that in their culture using please was as if they were begging for something and that the use of *excuse me* instead of *please* sounded more polite.

Azaz (2019) found that transferring from L1 is more common in beginner learners in contrast to experienced ones. It was found that intermediate groups made fewer mistakes than the beginner learners, and that high advanced learners had no problems. The reasons found for this apart from the obvious higher proficiency, is that these students had had the opportunity of studying the language abroad. In addition, Widanta et al. (2019) found that learners also use pragmatic transfer when they have a lack of cultural knowledge. The general findings are that in attempt to compensate for their low proficiency, learners attend to pragmatics from their L1.

For this reason, knowing that students in this learning situation are beginner learners, there is a high probability that some may transfer pragmatics from Spanish to English. This is why lesson 5 is presented for students to understand that sayings that work in their mother tongue may not translate properly and vice versa, students also participate in discussion at the end of every lesson about differences between English pragmatics and that of their own nationalities.

Secondly, students may not be able to acquire the language because of resistance towards the British culture. Jones (2007) found that children did not use certain Japanese pragmatic rules, not because they are not understood or known but because they are not accepted. This also occurred with Wes, who participated as a subject for a study conducted by Schmidt (1981). Krashen (1982) argued that he did not learn all of the rules needed to use English as he retained a strong sense of being Japanese, meaning his approach to English was not totally integrative. For this reason, the teaching proposal intends to familiarize students with British culture in lucrative ways for example with the use of music (during circle time) and food (the afternoon tea picnic).

It is always most difficult when students encounter new pragmatic formulas, for this reason, pupils should receive explicit instruction on them in order to facilitate their comprehension followed by tasks to practice them and finally revision. This teaching proposal intended to follow these guidelines but did not use repetition more than once or twice due to time limitations. It is of high importance to revise and practice new formulas as Ishihara (2013) found that students could reproduce simple structures perilously learnt but had trouble with remembering complex and newly learnt requests.

That being said, the pragmatic routines and speech acts selected for this teaching proposal are not complex for the students' age group and even though students did not revise everything more than twice, they had many opportunities to use the pragmatics learnt in London. Also, students practice the pragmatics learnt with real tasks such as asking for friends for numbers, this helps students acquire the language and not simply memorize it. Abdul Rahim (2008) found that after students had practiced language in real situations they reported: "What I liked is that we had to use the language in a real situation and not only memorize it through pictures or sentences." (p.52). For this reason, it may be said that if students pay attention and complete the tasks asked of them, they should acquire the pragmatics with little difficulty.

Finally, another aspect of pragmatics that may be difficult for students is indirect requests, Lee (2010) found that students had problems with understanding indirectness in English. For this reason, an entire lesson in this teaching proposal was designed to help students understand the reason for directness and how to use it. Lee (2010) also states that children up to the age of nine have the most problems understanding and producing indirect speech acts, therefore the pupils from 6th year of primary may no longer have many problems.

4.1.2 Reasons why the Learning situation should be effective

Firstly, due to the communicative nature of this teaching proposal, students will acquire the pragmatics with no difficulty, as according to the output hypothesis, speakers become more conscious of their own productions (Swain, 1995). Similarly, according to the interaction hypothesis, students acquire the language when interacting with one another in natural conversations (Long, 1996). Secondly, as students have the opportunity of immersion in London acquisition will be facilitated due to their communicative opportunities and the constant input they receive (Jones, 2007).

In this teaching proposal, both explicit and implicit instruction were used. On the one hand, when introducing students to new concepts explicit instruction is used. Abdul Rahim (2008) explains this can help student become aware of certain sociopragmatic or pragmalinguistic features and Schmidt (1993) states that input can become intake when the student is consciously aware of a specific feature, as we learn by noticing. On the other hand, students will be given explicit instruction on the pragmatic feature as Alcón-Soler (2005), Ghaedrahmat et al (2016), Shark (2019), Nguyen et al (2012) and Fukuya & Martínez-Flor (2008) found that explicit instruction is best for the acquisition of L2 pragmatics.

Furthermore, the use of repetition and routines in this learning situation increase pupils' comprehension and acquisition (Abdul Rahim 2008; Jones 2007; Shin 2006; Takimoto 2010). Finally, students should benefit from the use of authentic materials such as restaurant menus (Abdul Rahim 2008; Bacon and Finnemann 1990; Kilickaya 2004; Omid and Azam; 2015) and engaging materials such as story books, songs and games (Abdul Rahim 2008; Caselles i Albanell 2014; Edwards and Csizer 2004; Herraiz-Martínez 2018; Ishihara 2013; Kilickaya 2004; Millington 2011; Shin 2017; Yang and Zapata-Rivera 2010; Zohreh et al 2010).

4.2 Conclusions:

The purpose of this paper is to provide literature on how interlanguage pragmatics may be taught to young learners; specifically, to 6th graders of primary school. Although ILP has received much interest in recent years, primary education teachers have little guidance on how pragmatics might be taught to young learners, this is due to the fact that most available literature is targeted to teaching adult learners. (Ishihara 2013; Lee 2010).

This paper examines the possibility of teaching pragmatics to young learners and the manner in which it may be done. A teaching proposal is presented in order to serve as a guide for teachers interested in teaching pragmatics to their students, including timing, lesson plans and materials in order for it to be used by any teacher if they wish to do so.

The teaching proposal was prepared according to literature on interlanguage pragmatics and young learners, theories of second language acquisition and theories on materials development for primary education, leading to a comprehensive teaching proposal capable of facilitating young learner acquisition of pragmatics.

This proposal, does however present certain limitations. In order for students to acquire the new pragmatics they must experience the language, for this reason the teaching proposal includes a week of immersion in London where students can use the language acquired. The class selected for this proposal was planning an end of year trip to England and therefore it was a great opportunity to combine pragmatic instruction and immersion. This is not always a possibility for students; therefore, this teaching proposal is limited to children who have the chance of traveling. A proposal for students to live the language without traveling is having pupils interact with English speakers in the area they live in. For example, students could have ordered food in an English restaurant and asked English people in Castellón for their telephone numbers.

The final limitations include a small demographic and the fact that this proposal was not put into practice. Therefore, results were not able to be analysed in order to determine if the proposal was beneficial for the students. Future studies may test this teaching proposal and interview students and teachers in order to gain their opinions of how this proposal works.

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Appendices

Appendix A: Questionnaire on actions whilst on holiday.

Te vas de vacaciones a Inglaterra

Imagínate que este verano te vas a Inglaterra de vacaciones durante dos semanas. Responde qué tipo de cosas te gustaría saber decir en inglés.

*Required

1. Llegas a la casa donde vas a quedarte... *



Tick all that apply.

- ☐ Saber saludar a la familia
- ☐ Saber preguntar dónde está tu habitación
- ☐ Saber preguntar a qué hora son las comidas
- ☐ Saber preguntar a qué hora tienes que regresar a la casa
- ☐ Saber preguntar cómo se llega al centro

2. Te vas al centro de la ciudad ... *



Tick all that apply.

- ☐ Saber preguntar cómo se llega a un lugar
- ☐ Saber pedir comida en un restaurante o bar (Ejemplo: Burger King)
- ☐ Saber lo que se dice cuando compras en tiendas (Ejemplo: Bershka)
- ☐ Saber pedir que te saquen una foto
- ☐ Saber comprar un billete de autobús

3. Vas a cenar en la casa ... *



Tick all that apply.

- ☐ Saber dar las gracias por la comida
- ☐ Saber decir que algo no te gusta
- ☐ Saber dar un cumplido por la comida (Por ejemplo: los macarrones están muy ricos)
- ☐ Saber pedir más comida

4. Conoces a alguien en Inglaterra ... *



Tick all that apply.

- ☐ Saber saludarlo
- ☐ Saber dar un cumplido
- ☐ Saber invitar a salir (Por ejemplo al cine)
- ☐ Saber pedirle su número de teléfono

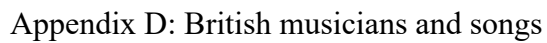
5. ¿Hay algo más que quieras saber? Déjanos tus ideas



Appendix B: Example of K-W-L cart

<i>English for traveling abroad</i>		
<i>K</i> What we already know	<i>W</i> What we want to learn	<i>L</i> What we have learnt

Bevan, L., (2019) , *Hand Drawn Maps*, retrieved from: hand-drawnmaps.co.uk



Appendix E: Word search

Greetings in Britan

U T H G I R L A U O Y G U
G O O D A F T E R N O O N
N O Y N Y H Z S H U A O D
I N O T M T A U W U Y D H
O C E D E V T B H U I E I
G M W O M E R M T K H V T
T T X J X O M H J B Y E H
I O Q S S E R O J I Q N G
S Z L K Y Z X N T M N I F
I V H L R B H Z I E P N N
W N Q P E X P B W N C G X
O O R M O H F B P V G I W
H D V C H D A E J O F G N

Greetings in Britan

U T H G I R L A U O Y G U
G O O D A F T E R N O O N
N O Y N Y H Z S H U A O D
I N O T M T A U W U Y D H
O C E D E V T B H U I E I
G M W O M E R M T K H V T
T T X J X O M H J B Y E H
I O Q S S E R O J I Q N G
S Z L K Y Z X N T M N I F
I V H L R B H Z I E P N N
W N Q P E X P B W N C G X
O O R M O H F B P V G I W
H D V C H D A E J O F G N

Words: Hello, Hi, Hiya, Hey, Nice to meet you, Good morning, Good afternoon, Good evening, how is it going? You alright?

Classify these greetings: Hello, Hi, Hiya, Hey, Nice to meet you, Good morning, Good afternoon, Good evening, How is it going? You alright?

Draw people you greet informally

The _____ Who Came to _____

- What did the tiger say when it arrived at the house?

Was the tiger polite? Why?

- Was the tiger polite at the table? Why?
- What did the tiger eat at the table?
- What did the tiger drink at the table?
- What did the tiger say when it left the house?

Was the tiger polite? Why?



Tick the correct rules from the video

- ☐ Wash your hands
- ☐ Wash your face
- ☐ Sit correctly
- ☐ Use a napkin for your hands
- ☐ Use forks and spoons to eat food
- ☐ Reach across the table
- ☐ Use please and thank you
- ☐ Don't talk with your mouth full
- ☐ Take big bites of food
- ☐ Don't make *chewing* and *slurping* noises
- ☐ Pick your teeth at the table
- ☐ Don't tell others the food is disgusting
- ☐ Always say *excuse me* when leaving the table
- ☐ Say *pardon me!* When you make a mistake



What would you say?

1. Circle the correct answer.

You want Dave to pass you the salad.

Pass the salad, please.

Can I have the salad?

Would you please pass me the salad?

2. Draw yourself in your new bedroom talking to a woman. Then, write what you would say.

You want Corinne to give you a pillow .

Appendix J: Worksheet with *Memes* to explain requests.



Appendix K: Shopping game

Cut 4 cards of shopping locations and items for the game and laminate:



Solution: Group of 6 students ($5,00 \text{ £} + 5,00 \text{ £} + 0,20\text{p} + 0,10\text{p} + 0,02\text{p} + 0,02 \text{ p}$)



Solution: Group of 8 students ($5,00 \text{ £} + 2,00 \text{ £} + 2,00 \text{ £} + 0,50\text{p} + 0,40\text{p} + 0,05\text{p} + 0,02 \text{ p} + 0,02 \text{ p}$)



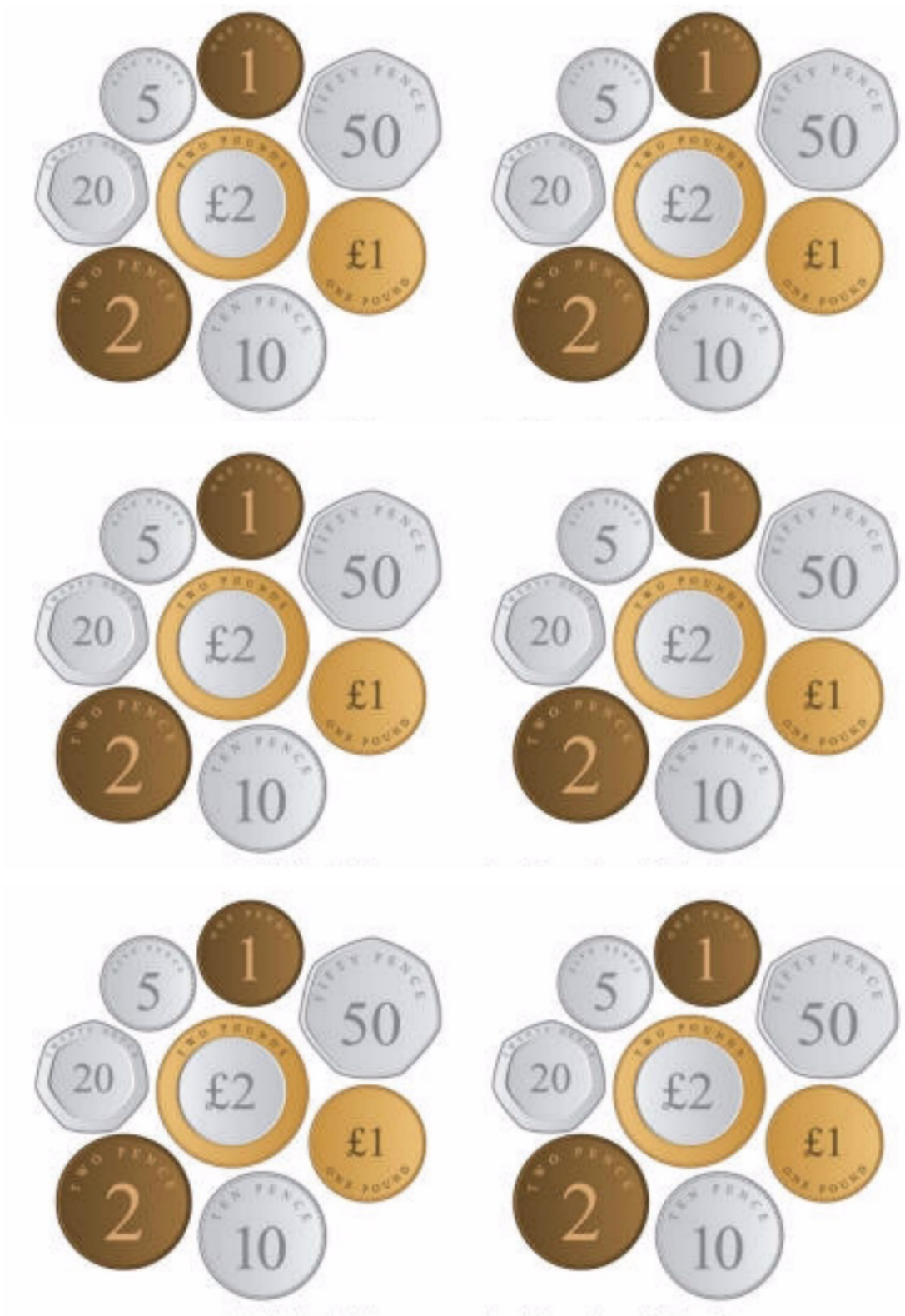
Solution: Group of 6 students ($2,00 \text{ £} + 1,00 \text{ £} + 0,50\text{p} + 0,20\text{p} + 0,20\text{p} + 0,10 \text{ p}$)



Solution: Group of 4 students (2,00 £ + 0,20p + 0,20p + 0,10p)

Cut out money for the game and laminate:





Activity Village, (2019) *Play coins UK*. Retrieved from:

<https://www.activityvillage.co.uk/play-coins-uk>

Appendix L: Conversation in disorder. (Please cut in strips and laminate).

Jessica: Do you have size 5 for these? Employee: Of course! Try these. Jessica: Ummmm. I think these are too small for me. Can I have 1 size bigger?

Employee: Here's your 5 dollars change. Thanks for coming. Have a wonderful day!

Employee: It is a brand new product! Hot piece of cake right out of an oven! It's 68 dollars

Jessica: Cash. Here you are.

Employee: Welcome to ABC. How may I help you?

Jessica: I really like the style. How much are these?

Jessica: Oh no! It's too expensive! I only have a few dollars in my pocket. Can I have some discount?

Employee: Ohhh no... I'm really sorry sweetie. This is the fixed price. Why don't you take a look at the products in the corner? They are all on sales!

Employee: size 6? Let me get back to you in a sec. Employee: Let's try these sweetie. How are these?


Jessica: Can I take a look at the shoes behind a glass window?

Jessica: Perfect! I love it! I will take these!

Employee: How do you like to make your payment? Credit card or cash?

Employee: Yee yeyeyeyey. Of course of course. Follow me. Employee: You have a good taste! These shoes are the most popular in ABC!

Jessica: Thank you! I really love the shoes!



Ordering food Rap

Intro music

Can I get two big Macs?


OK .

Two apple pies?

Mhm.

No wait, actually...

Let me get two big Macs and two apple pies,
A little bit of Sprite and a side of fries,
Let me get a Mac Double,
Let me get a Mac Chicken,
Don't you know that food is finger liking?
Ok, for here or to go?
To go, I'm going to it home with my stereo.
That would be 30, 50£.
Here you go, thanks.



Discourse Completion Task

You are at the Fish and Chips restaurant. Order what you want by completing the conversation..

The worker says: Hi. May I take your order?

You say: _____

The worker says: Anything else?

You say: _____

The worker says: OK. For here or to go?

You say: _____

The worker says: Ok, that's _____ pounds _____ please.

You say: _____

FISH & CHIPS

	Small	Large
Chips	1.50	2.20
Fries	1.50	2.20
Chips & Cheese	2.30	3.30
Chips Mixes	2.30	3.30
<i>peas, beans, curry or gravy</i>		
Chip Butty	2.00	
Cone of Chips	1.00	

Cod	2.80	4.00
Haddock	2.80	4.00
Fish & Chips	4.20	5.50
Cod Bites with Chips	4.80	
Fishcake	1.00	
Scampi & Chips	3.70	
Sausage	0.80	1.10
Battered Sausage	1.10	1.20

	Small	Large
Mushy Peas	0.80	1.10
Curry Sauce	0.80	1.00
Gravy	0.80	1.00
All Sauces	0.50	

CARTONS

Hot Chili, BBQ, Mint, Yogurt Marinade, Curry Mayo, Sweet Chilli, Hot Chili, BBQ, Mint, Yogurt Marinade

PIES & PASTIES

Steak & Kidney	2.20
Beef & Onion	2.20
Chicken & Mushroom	2.20
Cheese & Onion Pasty	2.20

WRAPS

Chicken Wrap	4.10
Doner Wrap	3.80
Mixed Wrap	4.70
Seekh Kebab Wrap	3.50
<i>(3 pcs with Chips)</i>	

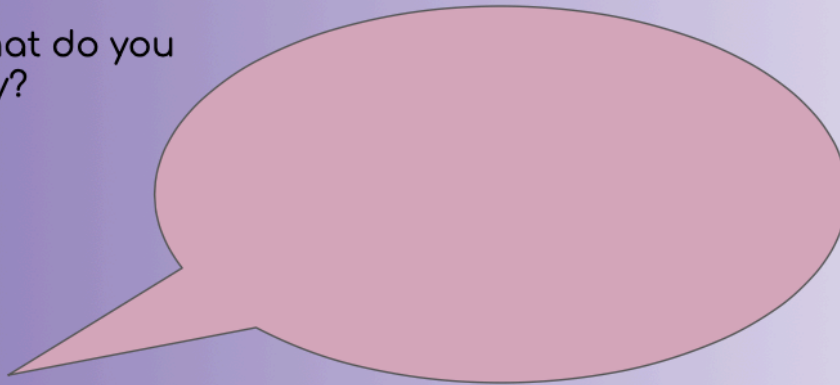
EXTRAS

Mixed Salad	1.50
Onion Rings (12 pcs)	1.50
Fresh Battered Onion Rings (12pcs)	2.00
Vegetable Samosas	2.00
Meat Samosa	2.00
Seekh Kebab (3 pcs)	3.00
Battered Mushroom (6 pcs)	2.20
Onion Bhajee	2.50
Doner Cob	2.30
Chicken Cob	2.70
Mix Cob	3.00
10 Chicken Nuggets & Chips	3.70
Battered Mars Bar	1.00

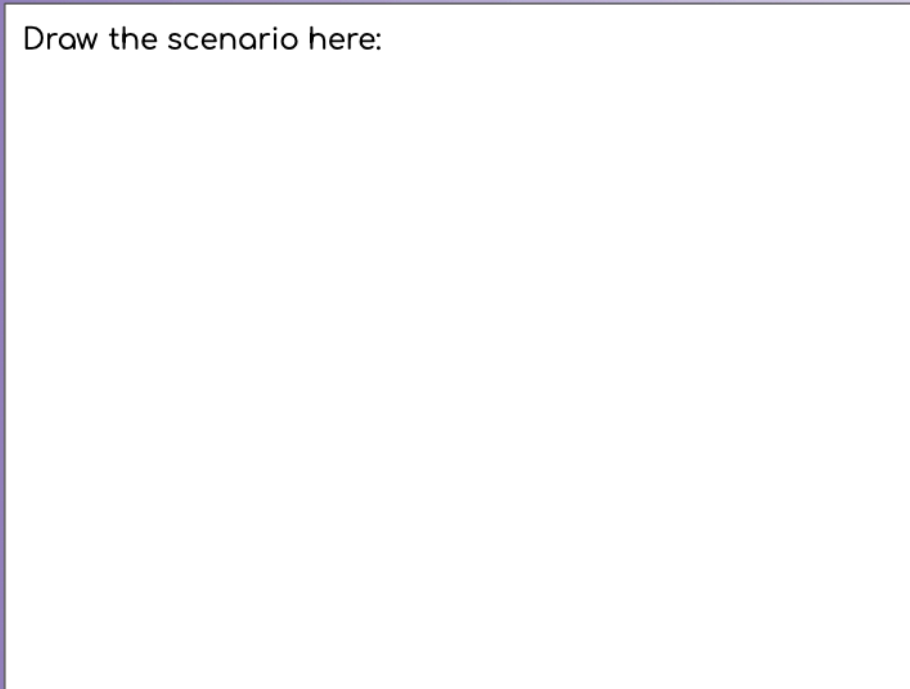
Student-generated Visual DCT (SVDCT)

Think of a scenario that can happen in London:

What do you
say?



Draw the scenario here:



My holiday book



Name: _____

My holiday book

This is the family I stayed with:

Photo with family

When we met I said:



My holiday book

My friends from Summer Camp

Name	Number



My holiday book

My shopping list

Item	Price	Place

My favourite restaurant

Stick your receipt here

My holiday book

This is my favourite meal

Draw your favourite meal the family prepared.

When I tasted it, I said:



My holiday book

The best moments:

- ★
- ★
- ★
- ★

Embarrassing moments:

- ★
- ★
- ★
- ★



My holiday book

How did it go?

I can greet people properly:



I have good table manners:



I can ask for a telephone number:



I can go shopping:



I was can eat at a restaurant:



Give yourself a grade from 1 to 10:

Explain why:



Group Evaluation

Tick if your group member has done these tasks.

Names:	Gave ideas	Listened and respected other's ideas	Contributed to task	Good group attitudes (no fighting)

Give each member of your group a grade from 1 to 10.



Did anyone do no work?